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ABSTRACT

The 33 lesson plans are intended to enhance the sensorimotor intelligence period of severely/profoundly handicapped children. It is stated that the conceptual framework of the "Stimulating Our Senses" (SOS) program is based on the description of sensorimotor intelligence by J. Piaget and attempts to strengthen growth and development in the following four areas which usually are underdeveloped in severely handicapped children: 1) level of awareness; 2) movement; 3)manipulation of the environment; and 4) posture and locomotion. With few exceptions the lesson plans describe objectives, activities, and materials needed. Lessons usually provide information on body parts, ethnic experience, holidays, seasons, and general concepts. Appendixes list materials and music selections as well as detailed instructions for assessment, selection of objectives, and data keeping. Forms are included to monitor progress toward behavioral objectives. (MC)

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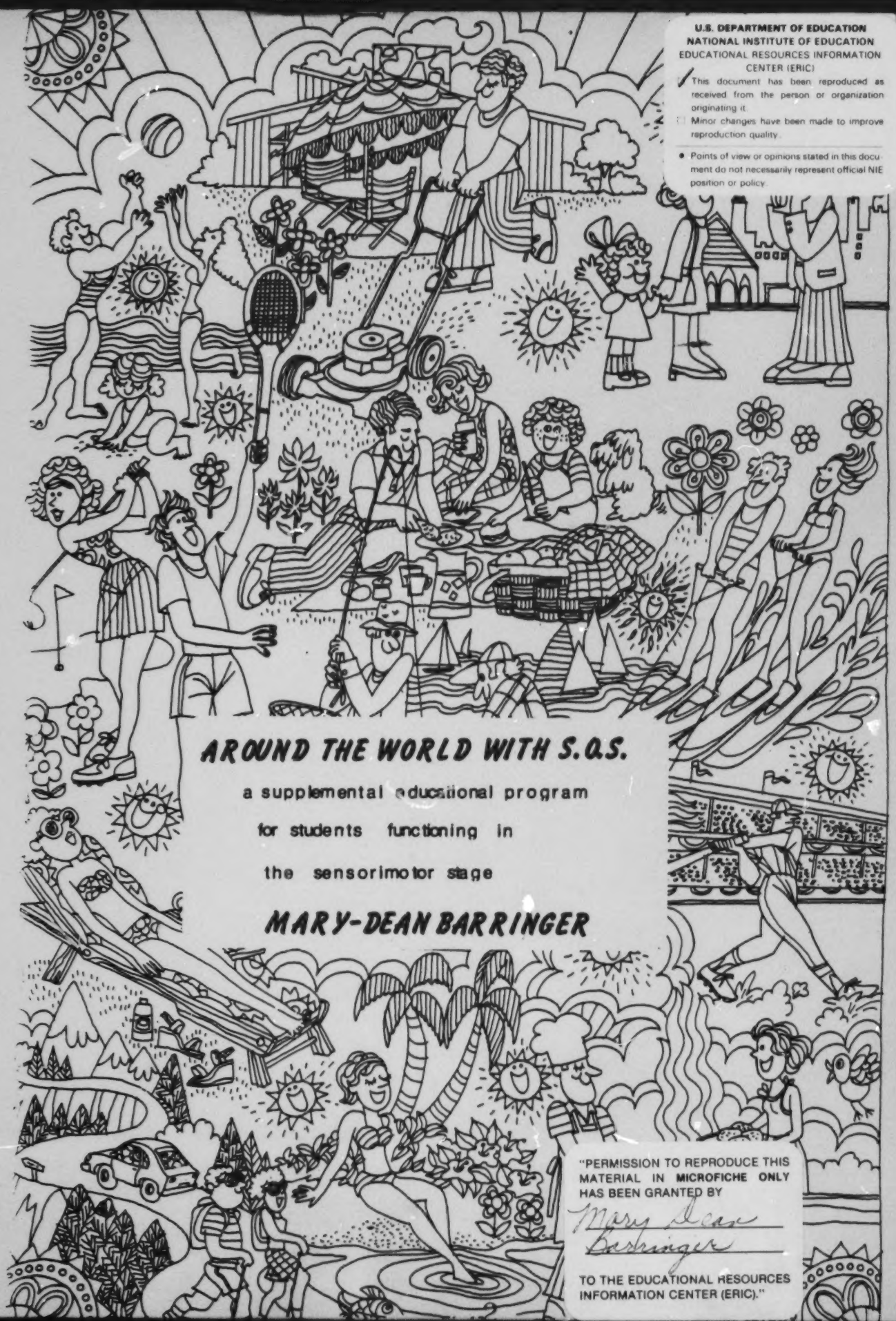

AROUND THE WORLD WITH S.Q.S.

a supplemental educational program

for students functioning in

the sensorimotor stage

MARY-DEAN BARRINGER

EC 151036

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AROUND THE WORLD WITH S.O.S.!

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STIMULATING OUR SENSES (PROJECT SOS)

(a sensory enrichment program for the severely/profoundly handicapped)

"A child is born fully equipped with a set of 'natural tools'- the sense of sound, touch, sight, taste and smell. These tools enable him to explore and discover the world of which he is a part. Exploration and discovery and vital to a child's life because they lead him into growth and development." (Joy Wilt, 1977)

There are few people who would argue the importance of sensory and motor experiences in building a foundation for further learning. Piaget's theory of cognitive development describes the first stage of thinking (cognition) as the sensorimotor period. This period occurs from birth through approximately twenty-four months. During this time, the young child learns about his world as he acts upon his world. He visually pursues objects and learns that "out of sight is NOT necessarily out of mind." He develops behaviors to discover and relate to the objects he sees. He learns to imitate, and through the manipulation of his environment he discovers ways to make things happen!

When we think of our handicapped children, we realize that their specific impairments limit their exploration of the world. The inability to walk, to reach, to grasp, to talk, to hear or see does not allow the child to discover the novelty of the world around him. It becomes our challenge, as parents and educators, to bring the world to him! We must create experiences that are adapted to various impairments yet at the same time allow the child to: (1) become aware of his senses and body parts, (2) develop his sensory responses, (3) begin to use his senses to answer questions about his environment and (4) enjoy life through his senses.

Stimulating Our Senses, or Project SOS, is a program designed to provide experiences and activities to enhance this period of sensorimotor intelligence. It is important at this point to distinguish the concept of this program from

that of sensory-integration therapy. The person most associated with sensory-integration therapy is Jean Ayres. Her theory, a neurobehavioral one, is based on research findings that brain stem function influences higher levels of brain function. She also postulates that early sensory integration processed are important for later cognitive development. Ayres believes sensory and motor dysfunction can be remediated by developing and increasing the integrative functions of the brain stem (Morrison, Potheir, Horr, 1978). The Domain-Delacato philosophy is often viewed as a "sensory stimulation" program. Learning is viewed as a sensory process which is directly related to neurological maturation. Proponents of the Domain-Delacato approach maintain that the process of neurological maturation can be speeded as well as delayed and this can be accomplished through certain simple, non-surgical procedures (Domain, Delacato, 1968). Although all theories address the importance of sensory learning, the primary difference between Project SOS and sensory-integration therapy is that remediation of the dysfunction is the focus of sensory-integration therapy while enhancement and reinforcement of exisiting behaviors is the purpose of Stimulating Our Senses.

We have already established that Piaget's description of sensorimotor intelligence provides the conceptual framework for Project SOS. As we consider the application of this theory to the severely/profoundly handicapped, the appropriateness of this type of program becomes apparent. (Kahn, 1979)

Severely handicapped children have gross underdevelopment in four general areas: (1) level of awareness, (2) movement, (3) manipulation of the environment and (4) posture and locomotion (Webb, 1968). Behaviors and responses that strengthen growth and development in these areas occur during this sensorimotor period. Two examples of such behaviors are "reciprocal assimilations" and "visual prehension". Reciprocal assimilations refer to the integration

information entering different sensory modalities, such as turning to look at the source of a sound or touching what one is looking at. Visual prehension involves sensory and motor integration, such as reaching and grasping what one sees. The content for the curriculum of Project SOS has evolved from looking at the development sequence of the behaviors that children exhibit during this sensorimotor period. This becomes the hierarchy of growth and development that the children are moved through during Project SOS:

(1) Passive reception of sensory stimuli (indicated by a change in facial expression and/or body position that one has indeed experienced the stimulus)

(2) Discriminatory reaction to a sensory stimuli (approaching, avoiding, desiring repetion of a stimulus)

(3) Reciprocal assimilations (integration of two sensory modalities)

(4) Sensory motor integration (visual prehension, beginning to reach for what one sees)

(5) Eye-hand coordination (reaching and grasping what one sees)

(6) Developing simple motor schemes (motor patterns/actions used with objects such as hitting or banging on a surface, or shaking and waving an object independent of the surface)

The initiation of s sensory stimulation program requires an observation of the child to determine (assess) his functioning level. Project SOS uses a behavioral observation guide, the AMMP Index, and a review of past testing and evaluation reports to assist in selecting appropriate objectives. The Behavior Observation Guide lists several response definations in all the sensory modalities and in fine and gross motor areas. The observer presents the child with ten different objects and lists the behaviors the child uses to explore the object. This often shows preferred modalities and will indicate the child's strengths and weaknesses.

The AMMP Index was developed by Ruth Webb (1968) to assess sensory-motor functioning among the profoundly retarded population. She consulted various

developmental scales in preparing this rating scale, with Piaget's theory of sensorimotor schemas providing a great deal of information (Webb, 1968). This index looks at the child's level of development in general awareness of environment, movement, manipulation of environment and posture and locomotion.

Pertinant information can be found by reviewing current formal testing and evaluation reports. These often provide a detailed description of the child's overall ability to perform on normed and standardized testing. The knowledge gained about the child through this entire assessment process enables the educator to select objectivies that are individualized to meet each child's needs. The child's goals and objectives that have been established at the Individualized Educational Planning Committee (IEPC) are also incorporated into this project whenever feasible.

The conceptual frameowrk provides the goals of Project SOS and the assessment procedure determines the objectives for the children who are to participate in the project. This is the foundation upon which the programming is built. The structure designed to develop the content of Stimulating Our Senses is one that recognizes the need to create a stimulating environment for the severely handicapped population. A degree of novelty must be introduced everyday. The world around them must be a place that encourages the desire to "be aware". The environment must be such that children might say "It's an exciting place out there...I WANT to be a part of it".

The lesson plan that structures the activities to teach the selected objectives uses a thematic approach. The educator selects a theme and plans five sections of activities around that theme. The lesson may then be taught in one day, or portions of it may be presented every day. Typically, the themes that are selected for lesson plans revolve around seasonal events.

A summer theme might inlcude a lesson titled "Take Me Out to the Ballpark!" as well as the "Fourth of July". Educators are encouraged to draw upon community and world events as well as their own preferences to create lesson themes. Although the children are not expected to understand the abstract concept of many of the themes, the sharing of the excitement attached to it helps put them into the mainstream of life.

A classroom or home that supplements the severely/profoundly handicapped child's educational environment with a sensory stimulation program will indeed be enriched. Learning for the severly handicapped child occurs through the child's senses and reflexes. Educating a child functioning at the sensorimotor level of devleopment becomes meaningless without augmenting his sensory repetoire and stimulating his sensory input process (Barringer, Liesman, 1981). Experiences with the sensory modalities offer the child a way to know and understand his world. By using a thematic approach to planning these experiences, we bring our creativity into the classroom and home. We learn to view sensory stimulation as a focus in all our daily activities. But most important, we share with our children what we have found exciting in our world. Together, we enhance our development...as sensory experiences provide for a lifetime of enjoyment.

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STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME " Back at School Learning"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Let's Meet Each Other: I'm a Special Student!"	
-Encourage the student to respond to name being called while listening to song. (1,3) -Use mirror in front of students and encourage them to respond to their mirror image. (1,3,4) -Hide a student under s sheer scarf and play a version of "Peek-a-Boo". Encourage the student to reach and grasp for the scarf. (1, 2,3,4,5) -Call two students names and have them touch each other. ("Bob, touch Carol!") Prompt if necessary. Record response to tactile stimulation. (1,3,4)	Lou Stallman Record: My Name is..., mirror, light scarf
"Special Times at School"	
-Lunchtime: Place plastic fruits with smell stickers on them in a brown lunch bag. Have the students reach for, grasp, hold on to or touch the fruits from the bag. Encourage them to sniff the stickers. (1,3,4,5) -Pep rallies before the big game: Pass around a pom-pom for student to hold and shake while listening to song. (1,3,4,5,6) -Football games: Pass around a Nerf football for students to squeeze, hold or throw. (4,5,6) -Showering after the big game: Spray water on different body parts and rub the water off with a washcloth. (1,2,3)	brown bag, plastic fruits, smell stickers, pompom, Nerf football, spray bottle, Beach Boys record: Be True to Your School

STIMULATING OUR SENSES (PROJECT S.O.S)

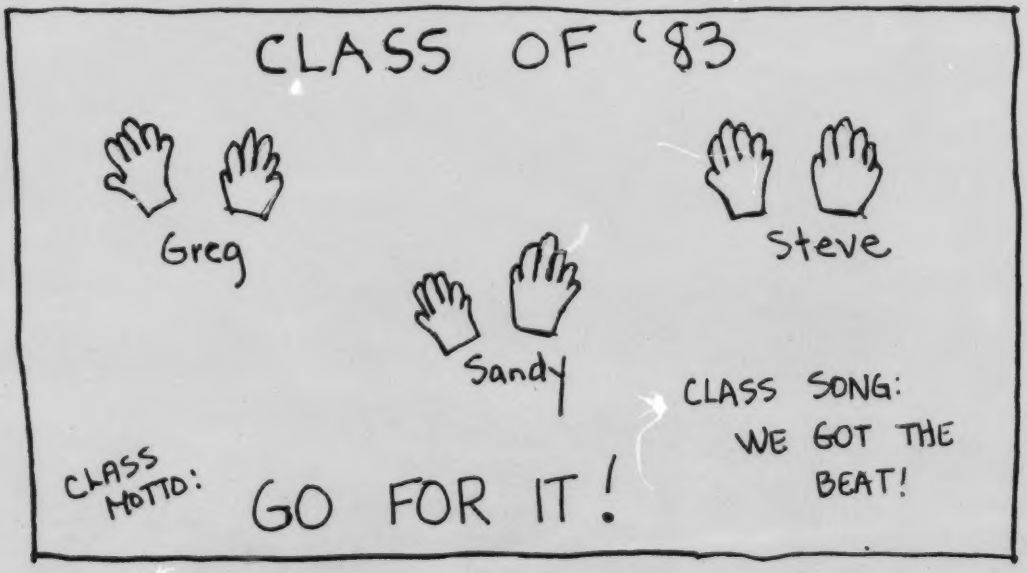
Lesson Plans

THEME "Back at School Learning"

OBJECTIVES TO BE STRESSED:

The objectives stressed during this lesson are listed on the preceding page.

ACTIVITIES	MATERIALS
"How We Learn: Making Choices"	
-Present soft and hard textured objects and observe if the student shows any preference. Encourage reaching and grasping. (1,4,5) -Provide spoon, bells and rattle and observe if the student makes a purposeful sound and if there is a preference. (1,3,4,5,6) -Place a neutral colored object and a brightly colored object in front of the student and observe if there is a preference. Observe if the student looks at one over the other. (1,3)	plastic bowl (red), spoon, sponge, powder puff, bells, rattle
"We Are a Class!...and We Have Class!"	
-Put the student's hand in tempera paint and make a print on white paper. Make a display for the wall. Title it "The Class of '83". Pick a class motto, song and class colors. (1,3) -Tie students hands to each other with crepe paper and listen to the song "We Are Family". Encourage any gross motor movement. (1,2,3,6)	paint, paper plate, clean-up supplies, white paper, crepe paper, Sister Sledge: We ARe Family



STIMULATING OUR SENSES

(Project S.O.S.)

Lesson Plans

THEME A Day at the Apple Orchard

OBJECTIVES TO BE STRESSED:

1. The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2. The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3. The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4. The student will reach for the object presented.
5. The student will grasp the object presented.
6. The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activity.

ACTIVITIES	MATERIALS
Introductory Theme Song: - Play song and encourage students to respond to their name being called (1,3)	Lou Stallman record: "My Name"
What is an Apple? - Introduce an apple to the students. Pass it around the group and encourage tactile exploration and holding. (1,4,5) - Cut the apple in half and let the students smell the apple. (1,3) - Encourage students to explore the apple through taste. (1,3)	apples, knife, materials for clean-up.
Let's Play Apple Games! - Place several apples in a tub full of water. Students are to reach in the water to get an apple. (1,3,4,5) - Suspend a plastic apple from a string. Students are to reach for the apple, hit it, touch it, ect. (3,4,5,6) - Use the suspended apple to stimulate visual tracking. (1,3) - Hide the apple under a silk scarf or plastic basket with holes (so apple is partially hidden). Develop object permanency by telling students to find the apple. Encourage the student to reach for, grasp and pull the scarf off. (3,4,5,6) - Work on grasp and release by having students reach in a basket to grab an apple and then dropping it back in the basket while the staff sings. (4,5,6,)	plastic laundry tub with water, apples, plastic apple attached to string, scarf or plastic basket, laundry basket, words to song; (to the tune of Paw-Paw Pitch) "Pickin' up apples and puttin' 'em a basket, (repeat three time), Way down yonder in the apple orchard!"

STIMULATING OUR SENSES

(Project S.O.S.)

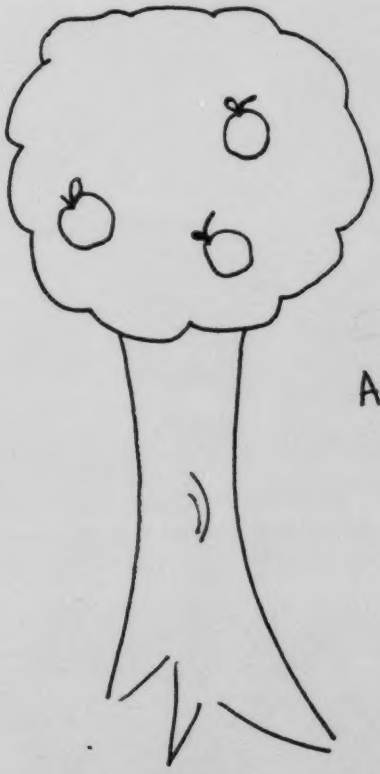
Lesson Plans

THEME A Day at the Apple Orchard

OBJECTIVES TO BE STRESSED:

(Objectives stressed during this lesson are listed on the preceding page)

ACTIVITIES	MATERIALS
An Apple is a Work of Art - Dip apple slices in red paint and press on precut green paper in the shape of a tree top. Display this artwork on wall by placing the green top on a brown pre-cut tree truck. (4,5,6) - Tie an apple to a tree branch. Hold over the students head while listening to song. Encourage reaching and touching the apple. (1,3,4,5)	pre-cut green paper, brown paper trunk on wall, red paint apple slices, tree branch, record: Don't Sit Under the Apple Tree by Andrew Sisters.
Apples Are Delicious - Put slices of apples in a chopper for students to press. Taste the mushing apples. (1,2,3,4,5,6) - Taste dried apples. (1,2,3) - Taste apple juice. (1,2,3) - Taste applesauce. (You may want to have on of the treats later on in the day for carryover.) (1,2,3)	small vegetable chopper, apple juice, driced apples, applesauce, apples.



Apple Art

STIMULATING OUR SENSES

(Project S.O.S.)

Lesson Plan

THEME Autumn Days at Home

OBJECTIVES TO BE STRESSED:

1. The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2. The student willindicate preferences for sensory stimulus through an approach or avoidance behavior.
3. The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4. The student will reach for the object presented.
5. The student will grasp the object presented.
6. The will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activity.

ACTIVITIES	MATERIALS
"Getting the Group Together" - Listen to Song by Lou Stallman and encourage respond to name when called. (1,3)	Lou Stallman record: My Name
"Sights and Smells of Autum Days" - Pass around different spices and herbs that have been rolled on cotton balls. (1,3) - Pass around different gourds of various textures for students to touch and hold. (1,2,3,4,5,6) - Work on grasp and release by having the students drop the gourds in the horn-of-plenty while the staff sings. (3,4,5,6) - Taste pumkin pie. (1,2,3) - Bake a loaf of frozen bread dough. Have students smell the fresh baked bread and touch and taste it. OR: Make the dough with the students so they can experience the texture of it. (1,2,3,4,5,6)	assorted spices such as nutmeg, sage, thyme, pumkin pie spice, cloves; spice grinder, cotton balls, assorted gourds, horn of plenty (or basket), pumkin pie, bread dough, words to song: (to the tune of "Paw-Paw Patch") "Picking up gourds and putting 'em in the Basket" "Picking up gourds and putting 'em in the Basket" "Picking up gourds and putting 'em in the Basket" "Picking up gourds and putting 'em in the Basket"
"Fall Games to Play INDOORS" - Place leaves in a plastic tub and have the students find a partially hidden or hidden object such as an apple (3,4,5) - Tie crepe paper to the students arms and legs and have them move to music to imitate falling leaves. (3,4,5,6) - Place a variety of autumn items in a bag. Have students reach in to grasp objects. (4,5,6)	plastic tub, leaves brough in from outdoors, apple, crepe paper in borwn, orange, red and yellow, record of instrumental music that is bouncy, autumn items such as gourds, leaves, apples, bark, twigs, flowers and acorns and pinecones.

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Autumn Days in the Great Outdoors"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Getting the Group Together" -Listen to song by Lou Stallman and encourage a response to name being called. (1,3)	record by Lou Stallman: MY NAME
"Walking through the Great Outdoors" (This is a great series of activities to do to enjoy those beautiful Indian Summer Days)	
-Take the students outside for a walk and record any changes in facial expression as they experience outdoor environmental stimuli. (1,2,3) -Collect leaves to use in a variety of ways: Hang some leaves from a branch for students to reach and touch OR Lower a branch from a tree that the students are sitting under for them to pull leaves off (1,3,4,5,6) Crumble leaves in a bag. (4,5,6) Collect a large pile of leaves in a garbage bag and dump over students. (1,2,3)	outdoors on a nice day, tree leaves, garbage bag, branch
"Sitting Around the Old Campfire" -Put a marshmellow on a stick and have students hold it as they "pretend" to roast it over the campfire OR Have them hold the marshmellow and roast in over a grill. (4,5,6) -Listen to several campfire songs. Encourage gross motor movements. (such as clapping, swaying, rocking, etc.) (1,3,6) -Pass a tambourine around for students to use. (3,4,5,6) -Make samores for students to taste. (1,2,3) -Taste hot cocoa out of a thermos. (1,2,3)	grill, sticks, marshmallows, records of campfire songs or have staff sing songs, hot cocoa, graham crackers, hersey bars, tambourine

HALLOWEEN ON PARADE

This activity approach to a Halloween celebration used a modular classroom format. The activities are designed for use with the severely multiply impaired (SXI) student. Each classroom staff planned a series of activities around a specific Halloween theme. Materials and instructions on how to use them were set up in each classroom. The staff rotated the students through each classroom on a clockwise basis. Here are some ideas that were developed by the teachers at Detroit Northwest Center:

THE PUMPKIN PATCH (Kathy Linn):

Place a large orange therapy ball in a corner of the classroom. You can tape a face on it with black electrical tape. Students may be placed on the ball for a "Visit with the Great Pumpkin". Other ideas include placing a carved pumpkin on the table with a candle inside. The students are asked to pick up the top and peek inside to see the flame. Another pumpkin may be placed on the table next to a bowl of orange paint and newsprint. Students lift the top of the pumpkin into the paint and make a pumpkin print.

EXTENDERS: Play a game of pin the nose on the pumpkin. Make a large pumpkin out of orange poster board. Draw on a face except for a nose. Put a large piece of Velcro on the spot where the nose should go. Use a large black yarn ball for the nose and have students push it on the spot where it belongs.

You can also have students crumple newspaper into a lunch size brown paper bag. Tie the top with a twist tie and have the students paint their "pumpkin" orange using roll-on deoderant bottles filled with paint.

HALLOWEEN TEXTURES (Ann Heler):

Provide students with a variety of materials for them to paint their faces and decorate their hair. Suggestions are old makeup, shaving cream, oil pastel chalk, ribbons, yarn, glassess, etc. A staff member in the room is dressed as a clown to provide a "model". When the entire class is painted up, a group picture is taken by the clown to remember the "dress up" experience.

THE BLACK LAGOON (Brenda White):

The water table or tub provides the container to make the black lagoon. Wrap chewy, bite-size candy bars in aluminum foil and place them in the water table. Students reach in and "fish" for a candy bar. Place eeire music and turn the lights off. The foil covered candy bars take on a bizarre appearance.

PUMPKIN PINATA (Clay Ella Reed):

A pinata was suspended from the ceiling and filled with different candies. Students were given a light-weight bat made from foam to hit the pinata.

A TASTE OF HALLOWEEN (Sonja Angelo);

Display a variety of different tastes associated with Halloween and the autumn seasons. Vary the tasting experiences as to texture and sensation (ie. sweet, sour) Suggestions used for the SXI population included: pumpkin pie, whipped cream, orange jello, lik-sticks, marshmallows, cranberry sauce, applesauce spiced with cinnamon, pumpkin sherbet, apple cider, cranberry juice, spice cakes.

GHOST STORIES (Barb Miseraca):

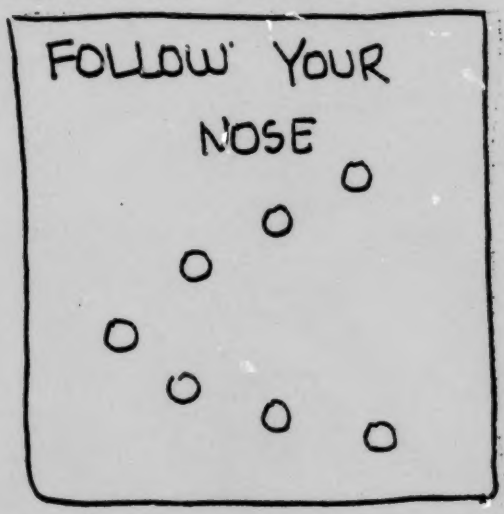
Place a garbage container in the middle of the floor and place a box or circle like container on top that has an opening. Cover this with a sheet, leaving the opening visible. This is your ghost. Have Frisbee's or other object available for students to grasp and release into the ghost's mouth.

EXTENDERS: Use white sheets and suspend them like a ghost in flight from the ceiling. Staff members can also dress up like ghosts. Tell the story of the "Little Ghost Follows His Nose". (see below)

DEVELOPMENTAL ART OF STORYTELLING: STORY EXAMPLES

0-6 months: "Little Ghost Follows His Nose"

You need to make two props to tell this story. Use lollipops and tie a white kleenex around it create the "ghost". (Make up enough so each student can take one home as a momento of the story. You might want to attach a copy of the story to the ghost so the parents can do it at home.) In addition to the ghost, you need a poster board with scratch and sniff stickers as illustrated. It is a good idea to use laminated board so that the stickers can peel off and on.



Hold the ghost in front of the students to focus on. "This is Jeremy. He wants to go out haunting tonight. He does not know which way to go. Should he move this way (move the ghost to the left) or should he go that way"(move the ghost to the right and reinforce the student for visually tracking.) "He can't make up his mind so he is going to follow his nose and see where it takes him. (Use the scratch and sniff board) As Jeremy flew around, he smelled all sorts of smells. (Move the ghost around the board; encourage tracking skills) Finally, he ended up at a house to haunt. BOO-OOO-OOO!! said Jeremy."

"Would you like to follow your nose like Jeremy did? (Place the sniff board under each student's nose and encourage them to smell and track the different smells.)

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Patriotism Swells in Our Hearts" (a lesson for Election Time/Veteran's Day)

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Hey, Hey... The Gang's All Here!" -Listen to music selection and record a response to name when called. (1, 3)	Record: "What is Your Name? by Hap Palmer
"Three Cheers for the Red, White and Blue!" -Place streamers on a dowel or in the doorway. Move over the student's body (or wheel them through the doorway) and record any change. (1, 2, 3) -Pass a flag around for students to hold and wave while listening to song. (4, 5, 6) -Have art projects for students to complete using red and blue materials on white paper. One project is pasting red and blue tissue paper on a white sheet (or wax paper). The other is painting with old roll-on deoderant bottles filled with red and blue paint. (3, 4, 5, 6)	dowel, red, white, blue crepe paper, American flag, record "America the Beautiful" (Muppet Movie album); white paper, red and blue paint bottles, red and blue tissue paper (ripped into small pieces), glue
"Hitting the Campaign Trail" -Play "Stop and Go". Tape red, white and blue stars on the floor for every student but one. Play a musical selection and move students to a star before the music stops. (1, 3) -Play "Pass the Buck". Give students a large object like a bean bag to pass to each other. Set a timer and see who is stuck when it goes off. Blow a horn at that student. (1, 3, 4, 5)	Record: Happy Days Are Here Again, teacher made stars for floor (10), large bean bag, timer, horn
"Race to the Finish" -Put a car on a string and have the students pull the car across their field of vision OR see if they follow the car while you pull it. (1, 3, 4, 5, 6) -Use a "PUSH and GO" car and have students hit the top of it to make it go. (4, 5, 6)	car with string attached, PUSH and GO car

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Patriotism Swells in Our Hearts" (a lesson for Election Time/Veteran's Day)

OBJECTIVES TO BE STRESSED:

The objectives stressed during this lesson can be found on the preceding page.

ACTIVITIES	MATERIALS
"And the Winner IS.." -Have the students hold a magic marker and make a mark on a "ballot" to "vote". (4,5) -Have confetti in the sensory tub and have the students find a hidden object in it. (1, 3, 4, 5) -Place an award on a ribbon around the students neck and see if they are aware or attend to the object. (1, 3) -"The smell of success": Pass around a smell board made of scratch and sniff stickers in the shape of a campaign trail. (You might want to make it out of a map.) (1, 2, 3) -"The Taste of Victory": Pour V-8 or tomato juice in a cocktail class for students to enjoy a celebration drink. Play the song "Celebration" for them to listen to. (1, 2, 3) -Have red, white and blue balloons for students to visually track or hit at. (1, 3, 4, 5, 6)	Mr. Sketch Smell markers (red and blue), newsprint, plastic tub, shredded paper for confetti, old trophy, construction paper circles and yarn to make awards, teacher made smell board, balloons, tomato juice, cup

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "A Tribute to Friday the 13th!"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
Getting the Group Together -Listen to music selection and record a response when name is called. (1,3)	Hap Palmer "What is Your Name" record
Superstition! -Use a large mirror and have students look at their mirror image. Flip the mirror over and play a version of "peek-a-boo". (1,3) -Wrap a sucker in a Kleenex to make a ghost for students to visually track, Tell a ghost story while tracking. Students can hold the ghost. (1, 3.5) -Have precut black cat figures ready. Let students rub glue/paste on a white piece of paper cut like a fence. Have them hit the cat onto the paper. (1, 2, 3. 4. 5) -Listen to the song "Superstition" by Stevie Wonder and wave pieces of black crepe paper. (3. 4. 5, 6)	large therapy mirror, sucker, Kleenex, precut black cats for each person, paste, white paper, song "Superstition" by Stevie Wonder
The Magic Show! -Cover the student's face with a scarf and let them pull it off. (3. 4. 5) -Blast horns from behind/at side of student and see if he will turn toward the source of the sound. Let him then try to squeeze the horn. (1, 3. 4. 5. 6) -Cover a large edible with a scarf and see if the student can find it OR place smaller piece of food under a cup for the student to lift to find. (4. 5. 6) -Use an old Halloween mask for students to hide behind and then take it off and yell "Surprise!" (1, 3. 4. 5. 6)	light scarf, kiddie horns, apple, M and M's, cups, Halloween mask
Tricks or Treats? -Have a tasting surprise ready for the students, Provide two substances that look alike but taste differently. Let students taste the sweet one and then the sour one. (1, 2, 3) -Make finger jello squares for students to explore. (1, 2. 3. 4. 5)	salt and sugar, flour and powdered sugar, jello squares

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME Getting Ready for Thanksgiving

OBJECTIVES TO BE STRESSED:

1. The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2. The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3. The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4. The student will reach for the object presented.
5. The student will grasp the object presented.
6. The student will respond to music stimulus or object presetned with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activity.

ACTIVITIES	MATERIALS
"Let's Gather Together" - Listen to music selection a record a response when name is called. (1,3)	Lou Stallman record: My Name is...
The First Thanksgiving - Have students place hands in water table to push boats "across the ocean". (1,3,4,5,6) - Have the students try on various hats associated with Thanksgiving and respond to their mirror image. (1,3,4,5) - Make butter from whipping cream. Pour whipping cream in clear plastic har. Have student reach for and grasp jar. Shaking until thickened. Pass the jar around the group so everyone has a turn. (1,2,3,4,5,6)	water tub, boats, teacher-made Pilgrim and Indian hats, mirror whipping cream and jar, paste, paper, pre-cut pictures, song I'm Thankful for" from IDeas, Thoughts and Feelings
Things Assocated with Thanksgiving TURKEYS: Put had in brown finger paint and make a print on a piece of paper cut in a barn or turkey outline. (1,2,3) - Use a tukey mask to play a version of "Peek-a-Boo" Record a change in facial expression when the mask is removed. (1,3,4,5) - Tickle students with a feather duster while listening to Turkey in the Straw. (1,2,3) SPICES: Make a mixture of Elmer's gluw and water and spread with a brush around the paper. Sprinkle various spices on the paper and let dry. Use as a sniff board or placemat. (1,2,3,4,5,6) GOURDS: Have students pick up and/or drop gourd into the bucket while the staff sings. (4,5,6) FAMILY: Connect students with crepe paper in fall colors and listen to the song "We Are Family" (1,23,6)	brown paint, cut outlined, turkey mask, feather duster, elmer's glue, water, brush, paper, assorted spices, gourds bucket, crepe paper, records: Turkey in the Straw and We are Family.

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME Thanksgiving Dinner

OBJECTIVES TO BE STRESSED:

1. The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2. The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3. The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4. The student will reach for the object presented.
5. The student will grasp the object presented.
6. The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activity.

ACTIVITIES — MATERIALS

"Make New Friends and Keep the Old. . . "

This is an activity that can be conducted with two classes. One class dresses as Indians and one class dresses as Pilgrims. Indian headress' are made out of construction paper feathers, cardboard headbands and strings of beads attached to it. Brown garbage bags are cut to look like vests. Pilgrims hats are cut out of black construction paper and stapled to the cardboard headband. The black garbage bags are used for the pilgrim's dress along with a white collar made out butcher block paper.

The Pilgrims go to the Indians room for dinner. Self-awareness and peer interaction are stressed.

1. Show students how they look in costume using a large mirror. REcord response to mirror image. (1,3) — large mirror, costume
2. Record any response to the different textures of the costume. (1,2,3)
3. Have an Indian student hold an ear of corn and offer it to a Pilgrim to grasp. (3,4,5) — corn, costumes

"Things Associated with Thanksgiving"

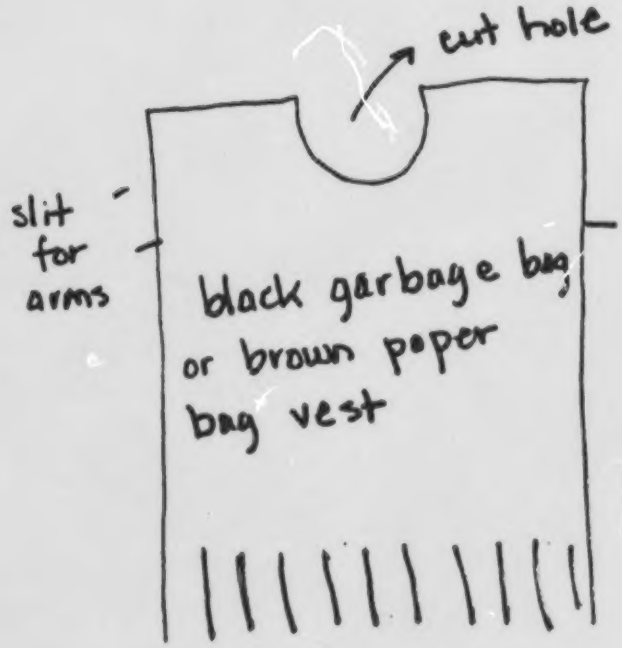
Repeat the activities of the "Getting Ready for Thanksgiving" lesson.

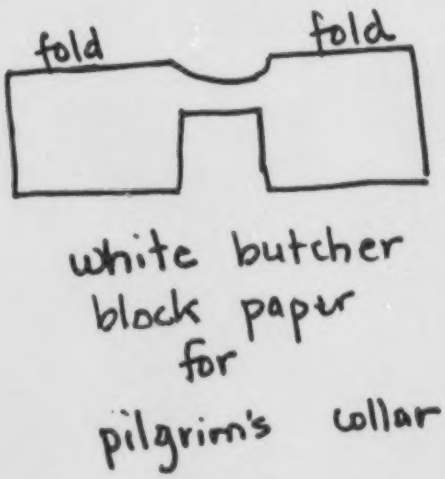
THEME Thanksgiving Dinner

OBJECTIVES TO BE STRESSED:

(Objectives stressed during this lesson are listed on the preceding page)

ACTIVITIES	MATERIALS
"Thanksgiving Dinner" 1. Place cranberries in a chopper for students to push handle down and chop up. Taste. (1,3,4,5,6) 2. Light a candle for students to blow out. (1,3,6) 3. Hide turkey candle under a scarf for students to uncover. (4,5,6) 4. Enjoy a Thanksgiving Dinner with the students. Suggestions for students on blended diets: Gerber "Turkey Dinner", cranberry juice, pumkin pie, mashed potatoes. If students have adequate chewing you can serve bits of turkey, jello salad dressing, cranberry relish, sweet potatoes and sherbet..(1,2,3)	cranberries, chopper, turkey candle, matches, scarf





STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "It's Beginning to Look Alot Like Christmas!"

OBJECTIVES TO BE STRESSED:

1. The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2. The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3. The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expressions accompanied by a motor movement.
4. The student will reach for the object presented.
5. The student will grasp the object presented.
6. The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activity.

ACTIVITIES	MATERIALS
Christmas is a Time for Friends - Listen to a music selection and record a response when name is called. (1,3) - Pass a gift or other Christmas object around the group. Stress calling names such as "Gloria is giving the _____ to Jonathon." (1,3,4,5,6)	Record: Lou Stallman, My Name is _____; box wrapped like a Christman presnet.
Oh, Christmas Tree! - Pass an evergreen branch that has just been around the group. Have students feel and smell the branch. Encourage the student to reach out and grasp the branch. Rub the branch on the students arms. (1,2,3,4,5) - Use large triangles cut from gree construction paper. Have students glue on cotton balls for ornaments. Have the student use his finger to spread the paste. Assit him when he grabs the cotton ball and hits it down on the glue spot. (1,2,3,4,5,6)	evergreen branch, green construction paper triangles, cotton balls, glue.
Things Associated With Christmas - Place assorted Christmas objects in a box. Have the students reach, grasp and hold the object. (3,4,5,6) - Pass out bells to shake while listening to the song "Sleigh Ride". (3,4,5,6) - Taste candy canes. (1,2) - Make a picture book of items associated with Christmas. Use for visual tracking pointing to picutes and turning papges. (1,3,4,5,6)	assorted objects in the gift box: ornament, wreath, tinsel, bells, ect.; candy canes, record of Sleigh Ride, teacher made book

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "It's Beginning to Look Alot Like Christmas!"

OJECTIVES TO BE STRESSED:

(Objectives stressed during this lesson are listed on the preceding page)

ACTIVITIES	MATERIALS
Red and Green Are Christmas Colors - Make drinks of green and red kool-aid or pop. Pour in clear plastic glasses. Let students indicate which they want to drink. (1,2,3) - Use sponges cut in Christmas chapes to make a red and green painting. Encourage the student to reach and grasp the sponge, (dipped in paint) and press on paper. (1,3,4,5,6)	red and green kool-aid, clear glasses, cookie cutters, sponges, red and green paint, paper, bread dough.
Christmas is a Time for Caroling - Have a varity of winter clothing for the students to try on and get "dressed for caroling". Stress the textures and how to wear the articles. (1,3,4,5) - Play a selection of Christmas songs for students to listen to. Pass out musical instruments for them to try. (1,3,4,5,6) - Drink hot chocolate. (1,2,3,)	assorted musical instruments and Christmas records. Scarf, hat, mittens, hot chocolate.

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Getting to Know You"

OBJECTIVES TO BE STRESSED:

1. The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2. The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3. The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expressions accompanied by a motor movement.
4. The student will reach for the object presented.
5. The student will grasp the object presented.
6. The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activity.

ACTIVITIES	MATERIALS
"Let's Meet Each Other" - Play a record, call out student's name and encourage a response to name being called. (1,3) - Use mirror in front of the student and encourage them to respond to their mirror image. (1,3) - Play a game of "Peek-a-Boo" by flipping the mirror over. (1,3) - Call each person's name and have them touch whoever is next to them. (1,2,3,4)	Record player, record: Lou Stallman, "Everybody Has a Name", mirror.
"What My Senses Can Do!" - Use smell cards or viles and record any reaction when placed by the student's nose. (1,2,3) - Move the flashlight in the studnet's vision range and reinforce approach/avoidance. (1,2,3) - Stroke arms/legs/faces with a feather duster. (1,2,3) - Taste a cinnamon stick. (1,2)	smell cards/viles, flashlight, feather duster, cinnamon stick.
"Things Keep Disappearing" - Blow a horn and encourage students to turn in the direction of the sound. (1,2,3) - Use the Oscar pull toy and make a game out of Oscar popping out of the garbage can. (1,3,4,5) - Cover a ballon with a light scarf and encourage students to pull it off. Bat the ballon around when it has been uncovered. (3,4,5,6) - Spray perfume or airfreshner and see if any student notices when the scent goes by. (1,3	horn, Oscar pull toy, balloons, ligh scarf, perfume

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Getting to Know You"

OBJECTIVES TO BE STRESSED:

(Objectives stressed during this lesson are listed on the preceding page)

ACTIVITIES	MATERIALS
"Learning the Parts of Our Body" - Squirt water on various parts of the body, naming them as you squirt. (1,2,3) - Rub off the water with terry washclothes. (1,2,3) - Play the song "Everybody Wash" and have the instructors act the song out with the students (1,3,4,6) - Rub hand lotion on body parts. (1,2,3)	spray gun, terry clothes, record "Everybody Wash" from the Original Cast Sesame Street album, hand lotion
"Anonymous Gourmet" - Sniff food flashcards with smell stickers on them. (1,2,3) - Taste popsicles. (1,2) - Wash faces with a warm washcloth (1,2,3)	flashcards, popsicles, warm water

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME 恭賀新禧 (Happy Chinese New Year!)

OBJECTIVES TO BE STRESSED:

1. The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2. The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3. The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4. The student will reach for the object presented.
5. The student will grasp the object presented.
6. The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activity.

ACTIVITIES	MATERIALS
"Getting to Know YOU..."	
- Calling out student's name playing a record and encourage response to their own name. (1,3)	Lou Stallman's Learning Basic Skills through Music (My Name ___), puppets and/or pictures for birthday years.
- Show each student the animal for their birthday year. Use puppets for the tactile stimulation. If you don't have the puppets for visual tracking. (1,3,4,5)	
"Red is the Color of Happiness"	
- Show a variety of objects that are red. Have students reach for and/or grasp the objects. (1,4,5)	collection of red objects, (the more novel the better) white paper, red paint, long bruches, roll-on bottles, red crepe paper, red silk-like scarf, record.
- Paint strokes on white paper with red paint. Use roll-on deodorant bottles filled with paint or long brushes. Write the Chinese graphics for Happy New Year down the side of the painting and display in the room (see above title) (1,4,5,6)	
- Have the student pull a red scarf off their face. (3,4,5)	
- Tie red crepe paper to the student's wrists. Play a record and have them move to the music to make the streamers move. If the student's cannot move, pull on streamers to draw attention to that body part and to promote kinesthetic awareness. (1,3,6)	
"New Year's is a Feast Day"	
- Burn incense in the room to stimulate the sense of smell. (1,3)	incense and incense burner, soy sauce, sweet and sour sauce, ginger anise, tea
- Have the student's taste soy and sweet/sour sauce. (1,2,3)	
- Make smell viles of ginger and anise. (1,2,3)	
- Drink warm tea. (1,2,3)	

STIMULATING OUR SENSES
(Project S.O.S.)

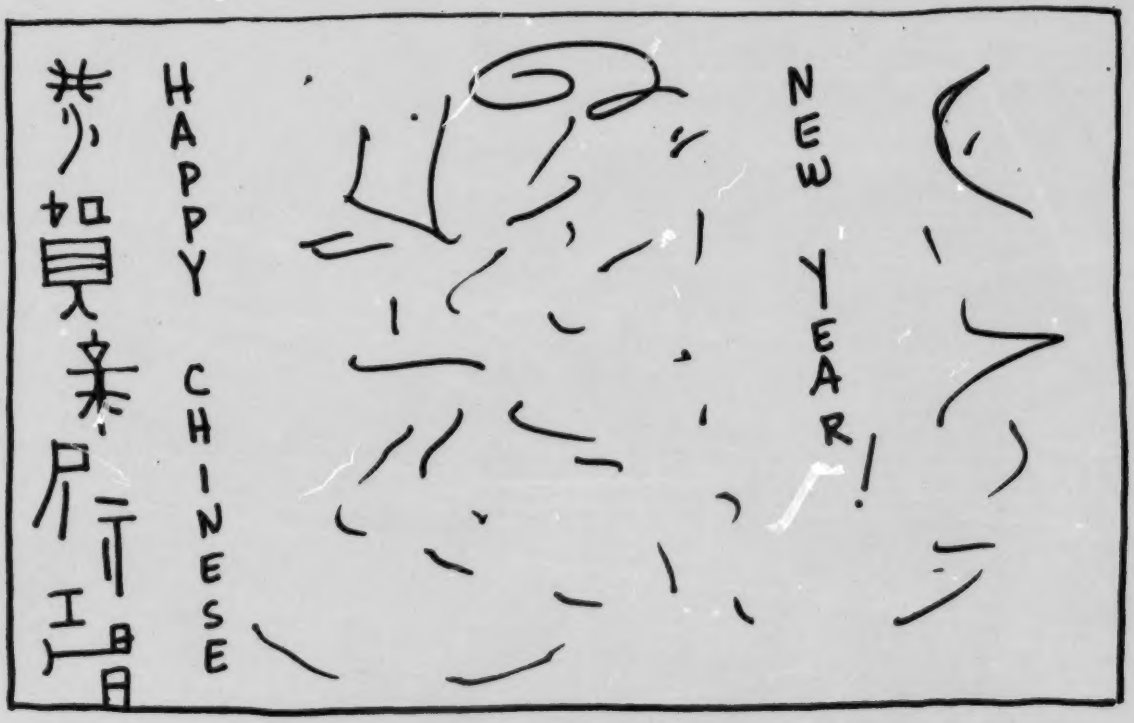
Lesson Plans

THEME 恭賀新年 (Happy Chinese New Year!)

OBJECTIVES TO BE STRESSED:

(Objectives stressed during this lesson are listed on the preceding page)

ACTIVITIES	MATERIALS
"Games of Celebration" - Make a mask to play a game of "Peek-aBoo!" (1,3) - Put confetti in the sensory tub and hide an object (stuffed animal for that year) for the students to find. (1,3,4,5) - Fan each student with a Chinese fan and see if they respond to the air on their face. (1,2,3) - Pop Champange firecrackers in the room. (1,2,3)	mask, Chinese fan, confetti, stuffed animal (small), plastic laundry tub, firecrackers.



display made from red marks on white paper.

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME: Winter Fun

OBJECTIVES TO BE STRESSED:

1. The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2. The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3. The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4. The student will reach for the object presented.
5. The student will grasp the object presented.
6. The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activity.

ACTIVITIES	MATERIALS
"Let's get the Cold Group Together" - Play the song by Lou Stallman and call out the student's name. (1,3)	Record: Learning Basic Skills Through Music
"Six More Weeks of Winter!" - Use a stuffed animal and pretend it is a Groundhog. Have the student's touch and visually track the animal. Have the animal "run and hide" and see if the student can find him. (object permanency goal) (1,2,3,6) - Dress up in a hat, scarf and mittens to "go outside". Stress the texture of the clothing. Use a mirror to show the student how they look dressed up. (1,2,3,4)	stuffed animal, scarf, hat, mittens, mirror
"Let it Snow...Let it Snow... Let it Snow!" - Make a mobile of paper snowflakes to dangle over the student. Encourage the student to reach for and grasp the snowflakes. (1,3,4,5) - Fill a tub with snow for students to touch. Have a small scoop for them to dig in the snow. (1,2,3,4,5,6) - Use a pingpong or styrofoam white ball as a snowball to hold and throw. (4,5,6)	mobile of hanger and paper snowflakes, plastic tub filled with snow, shovel, pingpong ball or styrofoam ball, sponge, towel, white paint, blue paper, bells, record "Sleigh Ride"

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME: Winter Fun

OBJECTIVES TO BE STRESSED: (Listed on the preceding page)

ACTIVITIES	MATERIALS
"Let it Snow...Let it Snow...Let it Snow!" (Cont.) - Attach a sponge to a towel. Have the student dip it in white paint and press on dark blue construction paper to make a "snowy scene". (1,3,4,5,6) - Listen to the song "Sleigh Ride" and shake bells. (1,3,4,5,6)	
"In the Meadow We Can Build a Snowman!" - Use a mask and play the game "Where is Snowman?" This is similar to a peek-a-boo game. (1,3,4,5) - Have the students press cotton balls on an outline of a snowman. (1,2,3) - Bring in items that have a smell of outdoors in the winter such as an evergreen branch, peppermint or pine.(1,2,3) - Listen to the song, "Winter Wonderland". Have a white scarf or crepe paper for students to move up and down, stimulating snow falling. (1,3,4,5,6)	teacher-made mask of a Snowman, outlines of snowmen, evergreen branch, peppermint sticks, pine, white crepe paper and scarf, record of "Winter Wonderland"
"Warm Up Time" - Rub the student with a towel, naming body parts, to "dry off". (1,2,3) - Drink some hot chocolate. (1,2,3)	towel, hot chocolate, cups

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "A Kwanza Celebration" (A Black History Lesson)*

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activity.

ACTIVITIES	MATERIALS
THE LESSONS OF KWANZA	
"Umoja (unity) - Stand Together" -Play the record by Lou Stallman and record any awareness to name being called. Reinforce an awareness of peers. (1,3) -Play "Won't You Be My Friend? and have the student reach out and touch a peer. (1,2,3,4)	Record player, records: My Name is by Lou Stallman, "Won't You Be My Friend?" from Getting to Know Myself by Hap Palmer
"Ujima (cooperation) - Work Together" -Have student smear Elmer's glue on a piece of white paper. Press red, green and black pieces of tissue paper on the white. Pass around the group to do as a group project. (2,3,4,5) -Pick up vegetables/fruits and release in a bucket for "harvesting". (3,4,5,6)	white paper, glue, red, green, black tissue paper, plastic fruits, vegetables, bucket
"Kuumba (creativity)" -Listen to Ella Jenkins album of African songs for children and use musical instruments. (1,3,4,5,6) -Put paint in a roll on bottle (red and green color) and mark on black paper. (3,4,5,6)	musical instruments, record, red and green paint in roll

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "A Kwanza Celebration" (A Black History Lesson)*

OBJECTIVES TO BE STRESSED:

See the preceding page for the objectives stressed during this lesson.

ACTIVITIES	MATERIALS
"Ujamaca (sharing by all)" -Pass an ear of corn around the group. (mihindi) (1,3,4,5) -Have each student drink from a cup (kikombe) passed around the group (1,4,5)	plastic or real ear of corn, cup, apple juice
Special Events of the Kwanza Celebration -Taste different foods associated with the feast. Pass around real sweet potatoes, corn, fruit to touch and then let the students taste. (1,2,3) -Light a candle. Have the students attend to the flickering light. (1,3) -Pass around a straw mat (mkeha) for the students to feel. (1,2,3) -Smell/taste molasses and peanuts. (1,3)	straw mat, candle, sweet potato, corn, assorted fruits, peanuts, molasses

*This is a special holiday celebrated in recognition of traditional African harvest festivals. Many black Americans celebrate Kwanza instead of Christmas. It can also be used as a lesson during Black History Month in February.

(The following is reprinted from Resources for Creative Teaching in Early Childhood Education by Flemming and Hamilton)

KWANZA (Keh-WAHN-zah)

This special holiday, celebrated by some black American families from December 26th to January 1st, is in recognition of traditional African harvest festivals. In the African language Kiswahili, kwanza means "first fruits." In the United States, the holiday originally began as an alternative to the highly commercialized version of Christmas. It starts on Christmas Day and lasts for an entire week, with special parties on successive days, and often ends with a community-wide harvest feast and party on the seventh day. Small gifts are traditionally given on each day. The kwanza holiday stresses the unity of the black family. Often, homemade or homegrown gifts, such as pecan pralines, molasses peanut brittle, molasses bread, and fruit are given.

Seven lessons associated with observing this holiday and a key word for each are listed below:

1. umoja (unity)
   We must stand together.
2. kujichagulia (self-determination)
   We must decide in our own way.
3. ujima (cooperation)
   We must work together.
4. ujamaca (sharing by all)
   We must share what we have.
5. kuumba (creativity)
   We need to use creativity in reflecting pride in and in caring for our community.
6. nia (purpose)
   We must have a purpose in life to make a better world.
7. imani (faith)
   We need to have faith which will result in works and action.

Customs of the Traditional African Holiday

1. Lighting candles called mishumaas to remind people to live and build together.

2. Placing candles in the kinara (candleholder) on a straw mat called the mkeka in the center of the table.

3. Holding a feast on the last day of Kwanza during which everyone drinkgs from a unity cup called the kikombe.

4. Giving each child an ear of corn. This corn is called mihindi.

5. Giving gifts on the last day. These love gifts are called zawadi.

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plan

THEME "My Heart Belongs to YOU" (A Valentine's Day Lesson)

OBJECTIVES TO BE STRESSED:

1. The student will respond by a change in facial expression and/or position when presented with a sensory stimulus.
2. The student will indicate proferences for sensory stimulus through an approach or avoidance behavior.
3. The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4. The student will reach for the object presented.
5. The student will grasp the object presented.
6. The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers floowing the activities listed below indicate which objectives can be taught with the specific activity.

ACTIVITIES	MATERIALS
"Valentine's Day is a Time for Friends" - Play the song by Lou Stallman and call out the student's name (1,3) - Cut a large string of paper dolls out of white butcher block paper. Call out student's name, when they respond, write their name on a doll. Display (1,3)	record "Everybody has a Name" precut paper dolls, red felt tip pen
"A Heart is a Symbol of Valentine's Day" - Make a heart stymbol. Suspend over/in front of the student for visual tracking reaching goals. (1,3,4,5) - Place a heart stencil over a piece of white paper. Have the student paint a heart. (1,3,4,5,6) - Tape a large outline of a heart over a mirror. Have student's look at their mirror image while listening to "Let Me Call You Sweetheart". (1,3) - Have a precut sponge in the shape of a heart. The student can dip it into white paint and place on red construction paper. (1,3,4,5,6)	teacher made heart mobile (red hearts and hanger), a heart stencil, cut out heart outline, mirror, record of "Let me Call You Sweetheart" heart shaped sponge, white and red paint, red and white paper

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plan

THEME "My Heart Belongs to YOU!" (A Valentine's Day Lesson)

OBJECTIVES TO BE STRESSED:

(Objectives stressed duirng this lesson are listed on the preceding page)

ACTIVITIES	MATERIALS
"Red Is a Valentine's Day Color" - Pour red pop into a clear glass. Give students a taste. (1,2,3) - Smell cinnamon in a smell vile. (1,2,3) - Have red Jell-O for students to taste or explore the texture with fingers (1,2,3, 4,5,6) - Hang streamers in the door and move students under them so they feel the texture on there faces. (1,2,3,4,5) - Make a scratch and sniff board of red smells. (1,2,3)	red pop, clear glass, cinnamon, red Jell-O, red crepe paper, smell board, washcloth
"Valentine's Day is a Time of Giving" - Decorate a box for students to open or at least look in. Place a heart and a mirror in the bottom of the box. (1,3, 4,5,6) - Using the Jap Palmer song, "Won't You be My Friend?" move the students around the circle of friends and introduce peers. Encourage them to look at, reach for, and touch peers. (1,3,4,5,6)	decorated box, heart and mirror Hap Palmer record

Stimulating Our Senses
(Project S.O.S.)

Lesson Plans

THEME "Come Along and Join the Mardi Gras"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activity.

ACTIVITIES	MATERIALS
"Come Along and Join the Fun" -Play the song "Everybody Has a Name" and encourage auditory response. (1,3)	record: Lou Stallman's Learning Basic Awareness Through Music
"Mardi Gras is a Time for Costumes" -Put make-up on the student's face. (red rouge, lipstick, etc.) Before applying makeup, use a moisturizer as a base for easy removal. Record responses to the tactile stimulation. (1,2,3) -Cut out a red mask and attach it to a stick or dowel. Have students reach for, grasp, and peer out of the mask. (1,3,4,5) -Crown students king and queen of the Mardi Gras.by placing a crown on their heads. Show them how they look in the mirror. Have them reach for the crown. (1,3,4,5)	red rouge, lipstick, moisturizer, mirror, crowns, mask
"Let's Have a Ball" -Decorate wheelchairs with crepe paper. Have the student move (or be moved) around the groups and see if the other students attend to the movement of the crepe paper, Listen to the song "As the Saint's Go Marching By." Record any response the student has to being moved in his chair. (1,2,3)	crepe paper, Dixieland Jazz music, balloons, party favors, musical instruments, beads, poker chips

Stimulating Our Senses
(Project S.O.S.)

Lesson Plans

THEME "Come Along and Join the Mardi Gras"

OBJECTIVES TO BE STRESSED:

See the preceding page for the objectives stressed during this lesson.

ACTIVITIES	MATERIALS
"Let's Have a Ball" (cont'd) -Listen to another song and have students move musical instruments or their bodies to the music. (1,3,6) -Blow up balloons for student to hit at. (3,4,5,6) -Blow party favors in the students face for a startle reaction. (1,2,3) -A Mardi Gras tradition is to throw beads and coins to the crowd of people celebrating. Have beads and poker chips for students to reach for, grasp and "throw at their friends". (3,4,5,6)	
"Fat Tuesday" -Bring in a variety of foods for students to sample for this "feast day". Traditionally, meats and fats are consumed on Fat Tuesday (Mardi Gras). For students on blended diets, Gerber Junior Dinners, puddings and Kool-Aid (rename if Plantation Punch) can be used. (1,2,3) -Make a booklet of pictures of foods for students to visually attend to. Put only one large picture on a page. (1,3)	blended foods, meats, or Gerber baby food, pudding, Koolaid, teacher-made book with pictures of food or Peabody Picture cards

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME A Tribute to Orange

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate s(he) is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activity.

ACTIVITIES	MATERIALS
"Orangen't You Glad You're Here?" -Play the song "My Name Is" by Lou Stallman and reinforce to named being called. (1,3)	record: Learning Basic Awareness Through Music
"Color Me Orange" -Grasp an orange marker and make scribbles on a cut out large circle. (3,4,5,6) -Make a giant orange mask out of a paper plate. Play peek-a-boo, have the student pull it off, and look in a mirror with the mask on. (3,4,5,6) -Pass around orange playdough for students to squeeze. (1,2,3,6) -Put orange fingerpaint on the tips of the student's fingers. Move the finger in a circular motion on the paper to make "oranges". (1,2,3)	large cut-out circle, orange smell marker (Mr. Sketch), a teacher-made orange mask, mirror, orange playdough, orange finger paint, paper
"An Orange is Orange" -Pass around a real orange for students to explore. (1,2,3) -Peel the orange. Have the students smell the orange and the peel. (1,2,3) -Taste a piece of the orange or drink orange juice. (1,2,3) -Tape construction paper oranges on a branch for the students to reach and "pick" from the tree. (3,4,5,6)	branch with construction paper oranges, orange, orange juice

Stimulating Our Senses
(Project S.O.S.)

Lesson Plans

THEME A Tribute to Orange

OBJECTIVES TO BE STRESSED:

See the preceding page for the objectives stressed during this lesson.

ACTIVITIES	MATERIALS
"Having Fun with Orange" -Make orange jello and cut them into squares. The students can explore the texture and/or taste the jello. (1,2,3,4,5,6) -Play the game "Find the Same". Hold the orange in front of the student and ask him to find another orange (given a choice of two objects). You can match object to object or object to picture. For students that are not ready for matching skills, have them reach for and/or grasp the orange that you are holding in front of them. (3,4,5,6) -Make a necklace out of yarn and an orange circle for the students to wear home. Place a smell sticker on the necklace. Have the students smell the sticker. See if they are aware of the necklace they are wearing. (1,3)	orange jello squares, two oranges (real or plastic), picture of an orange, another object, yarn, orange construction paper, smell stickers of orange.

Barringer/WCISD
(topic idea from Earlene Pernell)

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Opposites Attract"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
*The focus of this lesson is to expose the students to different stimulation in one sensory modality at a time. Be sure to watch for signs of overstimulation and allow a short break between activity segments.	
"I Don't Believe My Ears" -Play the group introduction song by Lou Stallman and encourage any response to name.(1,3) -Play a soft sounding instrument near the student and follow it with a harsh or loud sounding instrument (chimes vs. drum)(1,2,3,) -Put a favorite record on the record player and vary the speeds and volume. (1,2,3)	Record player, records: Learning Basic Awareness Through Music, favorite record, musical instruments
"The Temperature's Rising" -Bring in a hairdryer that has a temperature and speed switch. Blow the air flow on the student and switch from slow to fast and cold to hot.(1-3) -Taste something cold (popsicle) followed by something hot (tea). (1,2) -Wash hands or face with cold water, then rub with a very warm washcloth. (1-3)	blowdryer, hot and cold water, washcloth, popsicle, tea
"Learning Through Feeling" -Provide a variety of material swatches to rub up and down on the students arms and legs. See if the student is more sensitive to tactile stimulation on a specific part of the body.(1,2) -Bring in a vibrator or electric massager. Rub the students with hands and then with the vibrating equipment. (1,2) -Taste hard vs. soft textured foods. This may be difficult for students on a blended diet, but you could try liquid vs. mush. (applesause and apple juice) (1,2)	material swatches: sandpaper, velvet, terrycloth, sponge, cotton, silk, corduroy, etc. vibrator or massager, raw vs. cooked food (carrot) or hard vs. soft (pudding, celery)

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Opposites Attract" (continued)

OBJECTIVES TO BE STRESSED:

Objectives related to the developmental hierarchy of goals for this project can be found at the beginning of this lesson.

ACTIVITIES	MATERIALS
"Seeing is Not Believing" -Visual activities concerned with this concept of "opposites" involve light vs. dark or patterned vs. unpatterned. (For specific information on this consult the book The Development Resource Volume I by Cohen and Cross)	
Cover students eyes with a mask or scarf. Notice reaction to light when removed.(1,2) -Have students track a flashlight beam.(1-3) -Present a checkerboard and piece of white paper in front of the student. Record if they attend to patterned stimuli. (1,2) -Have students make a mark in black on a white piece of paper. (1-5)	mask or scarf, flashlight, checkerboard, white paper, black crayon, marker or paint in roll-on bottle
"More Fun with Opposites" -Taste items that look alike but are actually very different such as soy sauce vs. vanilla or flour vs. powdered sugar.(1,2) -Smell pleasant vs. unpleasant smells. The student can smell the real item or you can place the smell on cotton balls and place under the students nose. Place both smells under the nose at the same time and see if the student gravitates more towards one or the other. -Taste sweet vs. sour items such as lemon and sugar.	soy sauce, vanilla, flour, pwdered sugar, cotton balls, onion, vinegar, perfume, lemon, honey

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Join the Circus Like You Wanted to...when you were a KID!"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Let's Join the Ringmaster!" -Play a triangle to indicate the "circus" is about to start. (1,3) -Listen to the Lou Stallman name song and encourage any response to name being called. (1,3)	triangle, costume for "ringmaster" (optional) record: Everybody Has a Name
"Sights of the Circus" -Use the Peabody picture cards of various circus animals for students to visually track. Attach a piece of material to the picture that feels like the specific animal skin. (1-4) -Listen to the soundrack "Sounds of the Circus" from the Peabody Primary Language Kit. (1,3) -Blow up balloons for students to reach for, grasp, hit at, etc. (3,4,5) -Cut out a large brown tent and paste various circus figures on it. (1,3,4,5)	animal Peabody cards, assorted material swatches, circus soundtrack, balloons, brown paper tent, cutout circus figures
"Send in the Clowns" -Use assorted make-up and paint to paint the students faces like clowns. (1) -Have students try on a clown hat and ruffled collar. Show image in a mirror. (3,4,5) -Make a clown mask out of a paper plate and use a red balloon for a nose. Have students reach, grab, and hit the nose. (3,4,5)	make-up and make-up remover, clown hat, ruffled collar, mirror, clown mask, balloon
"Circus Tricks" -"Through the Hoop!": Have the student grasp on to a hoop and have a tug of war (3,4,5) -Have the student hold on to a metal bar and do a pull up. (4,5) -Find an object hidden in a sensory tub full of confetti or popcorn.	hoop, metal bar, novel object, plastic tub, confetti, popcorn

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Join the Circus Like You Wanted To...when you were a KID!"

OBJECTIVES TO BE STRESSED:

Objectives are listed at the beginning of the lesson.

ACTIVITIES	MATERIALS
"Taste and Smells of the Circus" -Bring in cotton candy for students to touch, reach for, grasp and eat. -Pass out lemonade for students to drink. -Pass around smell cards of peanut and popcorn Scratch and Sniff stickers. -Taste peanut butter for a peanut taste.	cotton candy, lemonade, peanut butter, popcorn and peanut Scratch and Sniff stickers.

Clown mask made from paper plate with balloon nose.

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME St. Patrick's Day Celebration: When ALL Our Eyes Are Smiling!

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Calling All Leprechauns!" -Prior to the start of the lesson, have Irish music playing on the record player while the students come into the classroom. (1,3) -Blow a horn by each student to announce the coming of St. Patrick's Day Celebration.(1,3) -Play the song "My Name is" by Lou Stallman to identify all the "leprechauns". (1,3) -"When Irish Eyes Are Smiling": Put a shammrock necklace and green derby on each student and pass around a mirror. Reinforce looking at their mirror image and point out the student's eyes and smile. (1,3)	Irish music record, Lou Stallman record, horn, cut-out shammrock necklace, green derby hat, mirror
"Green is a St. Patrick's Day Color" -Make a green collage. Have a variety of green materials available for students to touch and paste on a piece of green construction paper. Suggestions are green tissue paper, corrugated paper, pipecleaner, yarn, crayons, chalk and green pictures from a magazine. -Drink green pop. (1,2) -Suspend green balloons and streamers to use for visual tracking and for students to reach out at and hit. (1, 3,4,5) -Taste lime sherbet. (1,2) -Play Irish music and have students move streamers , balloons or parts of the body to music. (1,4,5,6)	green art supplies: paper, chalk, crayons, paste, cut out pictures from a magazine; green crepe paper, balloons, green pop, lime sherbet
"Potatoes are Irish, Too!" -Cut a potato in half and carve out a shammrock design. Have students reach, grasp the potato and place in green paint. Make a potato print on white paper. Display on a bulletin board. (see next page)(4,5) -Taste mashed potatoes. (1,2)	potatoes, green paint, white paper, mashed potatoes

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME St. Patrick's Day Celebration: When ALL Our Eyes Are Smiling!

OBJECTIVES TO BE STRESSED:

Refer to objectives stated at the beginning of this lesson.

ACTIVITIES	MATERIALS
"Love Those Shammrocks!" -Hang shammrocks from a branch. Have the students visually attend to the shammrocks. Encourage them to reach and grasp a shammrock from the branch. (1,3,4,5) -Color a shammrock stencil using a roll-on deodorant bottle filled with green paint. (3,4,5)	branch, shammrocksm green yarn, shammrock stencil, bottle filled with green paint, white paper

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Happy Birthday to Me!"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Getting Ready for the Party!" -"Hey, the gang's all here": Play the record My Name and record any response to name being called. (1,3) -Wash the student's face with a warm sponge, then dry with terrycloth towel. Rub arms with powder and spray perfume or cologne. (1,2,3) -Comb, brush or pick hair while students are looking in the mirror. (1,2,3)	Lou Stallman record: Learning Basic Awareness Through Music, sponge, terrycloth towel, powder, perfume, brush or comb, mirror
"Party Preparations" -Use the Mr. Sketch Smell markers for students to reach, grasp and scribble on a piece of paper to "write" out invitation. (3,4,5) -Drop a large cardboard "letter" in a "mail"box. (4,5) -Put a balloon and strands of crepe paper on a dowel and have student reach, grasp dowel to "hand up" decorations. (1,3,4,5) -Use the "ready to frost" cake icing and have students smear it on a paper plate as if frosting a cake. (1,3,4,5)	Mr. Sketch Smell markers, paper, cardboard letter and box, balloon, crepe paper, dowel, paper plate, ready-to-frost icing
"We're Having a Party!" -Blow party favors and record response. (1,2,3,4) -Listen to birthday songs and move the students in their chairs to the music. (1.3.6) -Play "Hit the Nose of the Clown". (see Circus lesson plan) (3,4,5) -Pass around a decorated present for the students to reach for. (4,5,6)	party favors, assorted birthday SONGS (Happy Birthday Sweet Sixteen, etc), teacher made clown game, decorated box
"Party Treats" -Light a candle for students to watch the flickering light and/or blow out. (1,2,3) -Taste cake, icecream, pop. (1,2)	candle, matches, cake, pop, ice cream

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Thinking Spring!"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Getting the Group Together" -Play "My Name" by Lou Stallman and record any response to name being called. (1,3)	record; Learning Basic Awareness Through Music
"Weird Weather in Spring!" "Windy Weather" -Use a fan and fan student's face to get the experience of wind being blown. (1,2,3) -Blow bubbles and pinwheels. Have the student visually track, attempt to imitate blowing, or reach and grasp the pinwheel or bubbles. (1,2, 3,4,5) "April Showers" -Make a mobile of clouds and raindrops for the student to visually attend to and/or reach for and grasp. (1,3,4,5) -Use a squirt gun or spritzer and gently shoot water on various body parts for a gentle "rain shower". (1,3) -Have students touch mud. (1,2,3)	hand fan, bubbles, pinwheel, squirt gun, teacher made mobile, mud
'Spring is a Time for Growing" -Paint brown strokes on a piece of white paper for branches. Twist tissue paper and have the student glue it near the branch for a "bud". (1,3,4,5) -Take a stryofoam cup and punch a hole in the bottom. Attach a flower through the hole and gently move it up so the student sees the flower "growing". (1,3) -Plant seeds in a cup. Stress the tactile experience of feeling the dirt, water and the seeds. (1,2,3,4,5)	brown paint in deodorant bottle, white paper, tissue paper(twisted) glue, cups, silk flower, seeds, potting soil

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Thinking Spring"

OBJECTIVES TO BE STRESSED:

See the preceding page for the objectives stressed during this lesson.

ACTIVITIES	MATERIALS
"Get Ready for Spring Cleaning" -Have an assortment of items used in spring cleaning. (see materials list). Have student reach for the object presented. If possible, assist the student demonstrating the functional use of the object. Stress the tactile qualities of the various objects. (1,2,3,4,5,6) -Spray air freshener by student and record any olfactory response. (1,3) -Have student shake a piece of cloth as if shaking a rug. Use a furry piece. (1,4,5)	sponge, feather duster, wisk broom, dust cloth, spray air freshener, furry piece of material
"The Sounds, Sights, Tastes and Smells of Spring" -Pass around various objects associated with spring for students to attend to, reach for and grasp. (1,3,4,5) -Taste lemonade. (1,2) -Ring a bell by the student and say that the Good Humour Man is here. Taste popsicles. (1,2,3) -Smell and taste barbecue sauce. (1,2)	shovel, umbrella, flowers, popsicle, lemonade, barbecue sauce.

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Spring Training" (Take Me Out to the Ballgame)

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Team Roster" The teacher can dress up in baseball clothing if desired to start the lesson off. -Play the record about names and call student's name and point to him/her.(1,3) -Call student's name again and assign them their position on the baseball team. (1,3) -Have each student try on a baseball hat and pass it around. Have them look in a mirror. (1,3,4,5)	baseball cap, baseball T-shirt for teacher to wear, Lou Stallman record: My Na...", mirror
"Ball Games" -Pass around a baseball mitt for students to put their hand in. (1,3) -Suspend a ball over the student's head and have him track the movements of the ball.(1,3) -Use a large beachball and have the student kick or push the ball to knock over bowling pin. (3,4) -Pass a variety of balls around for the student to reach for, grasp and manipulate. If appropriate, read the book "Balls" while doing this activity. (1,3,4,5) -Have students hold onto a ball while two of them "race" to a finish line. (4,5)	baseball mitt, whiffle ball attached to a string, large punch or beachball, bowling pin, golf ball, textured ball, whiffle ball, nerf ball, rubber ball, crepe paper
"Batter Up" -Suspend a ball and encourage the student to reach and hit it. (3,4,5) -Pass around a bat for the student to hold. Use a plastic bat and a foam bat. Have the student attempt to hit the suspended ball. If necessary, use the large punch ball so the student has a larger target.(3,4,5)	ball on string, plastic bat, foam bat, punch ball

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Spring Training" (Take Me Out to the Ballgame)

OBJECTIVES TO BE STRESSED:

Objectives that are stressed during this lesson are listed on the preceding page.

ACTIVITIES	MATERIALS
"Tastes and Smells of the Old Ballpark" -For a taste and smell of peanuts, have the student smell and taste peanut butter. (1,2,3) -Have the student reach for a grasp a beer can. If you feel this is inappropriate for your students, substitute a pop can. (3,4,5) -Taste lemonade. (1,2) -Cut out a picture of popcorn and place a scratch and sniff sticker on it. OR: Place a scratch and sniff sticker on an empty carton of popcorn. (1,3,4,5)	peanut butter, empty beer or pop can, lemonade, popcorn picture/container with a scratch and sniff sticker
"Songs of the Old Ballpark" -Play the song "Take Me out to the Ballgame" and sing along for the students. Act out as much of the song as you can. (1,3,6) -Play the song "We Are Family" (Pittsburg Pirates theme song) and hold hands and sway to the music. (1,4,5,6)	Records: Take Me Out to the Ballgame by the Andrew Sisters, We Are Family by Sister Sledge

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(Project S.O.S.)

Lesson Plans

THEME "April Fool's Day"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Getting the Gang Together" -Use the record "My Name" by Lou Stallman and call student's names. Record any response. (1,3)	Record: Learning Basic Awareness Through Music
"Acting Like Fools" -Make a 'dunce' cap for students to wear and look at themselves in the mirror. Flip the mirror over while they are looking for a game of "hide and seek". (1,3) -Make a ghost out of Kleenex tied around a sucker for students to track. If they follow the ghost, they can have the sucker. (1,3) -Make a Jester's mask out of a paper plate and crepe paper. Attach it to a dowel, use it for a peek-a-boo game and for reaching and grasping. Make sure bells are attached so it will ring when the student shakes it. (1,2,3,4,5) -Listen to the songs selected by the teacher about "fools". (1,3,6) -Make a collage of precut pictures consisting of funny or silly objects, people, happenings. (1,2,3,4,5)	mirror, dunce cap, kleenex, string, suckers, paper plate Jester mask, records of "Cool Jerk" or "Fool on a Hill", paste, paper, precut pictures
"Tricks or Treats?" -Blast a horn by the student to suprise him. (1,2,3) -Have students smell a pleasant and unpleasant odor (1,2) -Cover student's face and have him pull off a scarf. (1,3,4,5) -Taste items that look alike but are different. (1,2) -Use a jack in the box toy for a surprise response. (1,3,4)	horn, vinegar, perfume, salt, sugar, vanilla, soy sauce, flour confectioner's sugar, scarf, jack in the box

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME Easter on Parade

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Hippity, Hoppity...Easter's On it's Way!" -Bring in a real rabbit to the classroom for the students to pet, touch. Have them hold a piece of lettuce for the rabbit to eat. It is usually possible to get a rabbit on loan from a Humane Society. OR: Bring in a stuffed animal for the student to touch. (1.2.3) -Make a rabbit face out of a paper plate. Use pipe cleaners for whiskers and balloons for ears. Have the student reach and hit the ears. Tickle them with the whiskers. (1,2,3.4) -Cut out a rabbit shape and have the students paste cotton balls on it for fur. Older students may give these rabbits to the primary room. (1,2,3) -Play the record "Bunny Hop". Move the student in their wheelchairs to the music or rock with them, gently pulling on shoulders or arms. (1,3,6)	rabbit (real or stuffed), lettuce, balloons, paper plate, pipe cleaners, cotton balls, glue, cutout rabbit shapes, "Bunny Hop" record by Ray Anthony
"Easter Eggs" Put plastic colored eggs in an egg carton. Have the students reach in and grab an egg. OR: let the student put the egg in the carton. (4,5) -Place jelly beans inside an egg. Have the student shake the egg. Encourage them to open the egg and get the jelly bean. (1,3,4,5) -Taste different prepared egg dishs: hard boiled eggs, scrambled eggs, egg salad. -The teacher can make maracas out of old light bulbs, stick and paper maiche. Decorate them to look like Easter eggs. Have the students shake them to music. (1,3,4,5,6)	assorted plastic Easter eggs, old egg carton, jelly beans, different egg dishes, teacher made maracas, egg stencil, pastel construction paper, balloons, dowel or branch.

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LESSON PLANS

THEME Easter on Parade (continued)

OBJECTIVES TO BE STRESSED:

Objectives that are stressed during this lesson are listed on the preceding page.

ACTIVITIES	MATERIALS
"Easter Eggs", continued -Use a large egg stencil (oval shape) and have students trace on pastel sheet of construction paper. The teacher can cut this out. Decorate any way the student likes and use this as a placemat for Easter Dinner. (either at home or school). (4,5) -Blow up balloons slightly to look like little Easter eggs. Attach to a dowel or branch and suspend over the student. Encourage visual tracking, reaching and grasping. (1,3,4,5)	see other page
"Easter Baskets" -Fill a basket with Easter grass and hide different objects for the students to reach in, feel and find. (1,2,3,4,5) -Work on reaching and grasping by having student pick up and Easter egg and drop it in the basket while the staff sings the "Easter Basket Song" (4,5) -Use a large laundry basket and have an Easter Egg toss. Have the student throw bean bags shaped like Easter eggs or L'Eggs cartons in the basket.	Easter basket, grass, assorted objects, plastic eggs, bean bags, laundry basket: words to song (to the tune of "Way Down Yonder in the Paw Paw Patch) "Picking up eggs and putting them in the basket, picking up eggs and putting in the basket, picking up eggs and putting them in the basket...getting ready for the Easter parade!"
"Dressing Up for Easter Dinner" -Have the students participate in grooming experiences and focus on the sensory qualities of the activities. (washing face, combing hair, applying lotion, perfume, aftershave, etc.) -Have a variety of hats for students to try on in front the mirror. Listen to the song "Easter Parade" while doing this activity. (1,3,4,5) -have a variety of ornate or texturally interesting clothing for the students to try on. (1,2,4,5) -Taste traditional Easter foods. You may want to have a class dinner and invite another group of students to attend. (1,2,3)	grooming items, mirror, hats clothing articles, various Easter foods (ham, peas, carrots, jelly beans, chocolate, etc.)

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Let's Meet Each Other" *

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.
*These lessons will include peer interaction activities.

ACTIVITIES	MATERIALS
"Let's Meet Each Other!" -Play a record, call out the student's name and reinforce any response to name being called. (1,3) -Have one student hold a hand mirror while the other student looks in it. Switch. (1,3,4,5,6) -Place a large piece of paper on the board. Have each student "sign in" by scribbling on the paper with a Mr. Sketch Smell Marker. Introduce the student to the class. Have the student "meet" each classmate and shake hands and/or touch them. (1,2,3,4,5,6)	record player, Hap Palmer record "What Is Your Name?", hand mirror, paper, Mr. Sketch Smell Marker
What My Senses Can Do -Use smell cards or viles and record any reaction when placed by the student's nose. (1,2,3) -Move the flashlight in the student's vision range and reinforce approach/avoidance or tracking reaction. (1,2) -Stroke arms/legs/faces with a feather duster. (1,2,3) -Taste lollipops or popsicles. Give the item to the students and see if they can remove the paper to get at the objects. (1,2,3,4,5,6)	smell cards or viles, feather duster, popsicles or lollipops, flashlight
Things Keep Disappearing -Have a student walk around(behind) another student and blow a horn. Encourage students to turn to the direction of the sound. (1,2,3) -Cover the student's face with a scarf or towel and have them pull it off. (3,4,5)	horn, scarf,coffee can, desirable food item

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Let's Meet Each Other!"

OBJECTIVES TO BE STRESSED:
(the objectives stressed in this lesson are described on the following page)

ACTIVITIES	MATERIALS
"Things Keep Disappearing" (con't.) -Use a coffee can with a small hole cut in the plastic top. Drop a desirable food object (such as a cookie, piece of candy in the container). Give the container to the student and see if they can find the object. (4,5,6)	
"Learning Parts of the Body" -Squirt water on various parts of the body, naming the parts as you squirt. (1,2,3) -Rub off water with terry washcloths. (1, 2,3) -Rub hand lotion on body parts (1,2,3) -Do the Hap Palmer song "Friend on the Floor" by having students pair up together with the assistance of a staff member. (2,3,4,6)	squirt bottle with water, terry washclothes, lotion, "Friend on the Floor"
"Let's Be A Group!" (These activities will introduce group practice for future creative movement exercises) -Use a large rope that is knotted at various intervals. Have each student hold on to the rope at a knot. Play the record "We Are Family" and move arms up and down while holding on to the rope. (4,5,6) -Repeat the same set-up desribed above using the parachute and a ball. Play a "bouncy" kind of song to move to. (4,5,6)	rope, parachute (or sheet), nerf ball, records "We Are Family" and another selection.

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "A Day at the Beauty Parlor"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
In addition to the instructional objectives stated above, this particular lesson will also stress developing body awareness and experiencing a variety of tactile experiences. Although this lesson has been designed for a group of young women, it may also be adapted to a mixed group focusing on a variety of grooming aspects. You might want to call it "Getting Ready For the Prom".	
"Getting the Group Together" -Place a song associated with identifying the student's name. Call out name and record any response to recognition of name. (1,3) -Have a variety of pictures of beautiful women that you have cut out from several fashion magazines. You can staple them together to make your own magazine. The student can pick out a "look" she would like. Use this activity for visual focusing, reaching, turning pages. (1,3,4,6)	Hap Palmer record, "my Name Is", teacher made fashion magazine
"Getting My Hair Done" -Use a brush, comb or pick and stroke downwards or out with student's hair. Give the student an opportunity to brush own hair or hair of a peer. (1,2,3,4,5,6) -Spray water on the student's hair and have them feel their hair wet. If possible, wash the student's hair. ((1,2,3,4) -Use a blow dryer on the student's hair. Vary the speed and the temperature. Have the student hold the dryer and blow own hair or peer's. (1,2,3,4,5,6) -Have a variety of rollers (brush, sponge) for the student to feel. Roll hair if possible. You can also use a curling iron and roll hair. (1,2,3,4,5,6)	brush, comb, pick, spray bottle with water, hair spray, blow dryer, brush and sponge rollers, curling iron, large mirror, shampoo (all these activities should take place in front of the mirror)

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "A Day At the Beauty Parlor", con't.

OBJECTIVES TO BE STRESSED:

The objectives stressed during this lesson are listed on the preceding page.

ACTIVITIES	MATERIALS
"Getting My Face Done" -Rub a facial peel-off mask on each student. Let dry and peel off. (1,2,3) -While the student's facial is drying, have a coffee break. (1,2,3) -Have a variety of make-up available for the students to use. Label all the facial features as you apply the makeup. (1,2,3)	mirror, facial masks, coffee, cups, lipstick, powder, rouge, eye shadow
"Getting My Hands Done" -Pour lotion on your hands and the hands and arms of the student. Gently massage it in, naming the body part. (1.2.3) -Put nailpolish on the fingernails. (1,2,3) -Use a fingernail file (emory board) on nails. (1,2,3)	hand lotion, emory board, nail polish
"Beauty on Parade" -Pass a hand mirror around while listening to the song "I Feel Pretty -Walk around the stand up mirror to a song selection about pretty women.	records; "I Feel Pretty", "Pretty Woman", mirrors

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Time to Put in the Garden"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Getting Ready to Garden" -Have the students try on different gardening clothes. Let them look in a full length mirror. (1,3,4,5,6) -Rub on lotion to protect skin from the sun. (1,2,3,6) -Have different gardening tools available for students to reach for, grasp and/or demonstrate the object function. (1,3,4,5,6) -Put a large bag of grass seed in a bucket for the students to reach in and feel. Outline the student's name on a piece of cardboard with Elmer's glue. Have the student shake grass seed on the paper. (1,2,3,4,5,6)	gloves, hat, sunglasses. suntan lotion, shovel, hose, hoe watering can, tub of dirt, glue, cardboard, bucket, grass seed, mirror
"We All Love Vegetables" -Each student can plant bean seeds in an individual cup. (1,2,3,4,5,6) -Use a laundry basket and plastic vegetables and act out the song "Picking up Vegetables". (3,4,5,6) -Have a variety of vegetables for students to taste. For students on blended diets, make up a batch of gazpacho. (1,2,3) -Listen to the song "do you Like Vegetables?" and have accompanying pictures for students to visually focus on/track. (1,3) -Paste precut pictures of vegetables on individual paper plates. (1,2,3,4,5,6)	cups, dirt, bean seeds, assorted vegetables for students to taste, laundry basket, Peabody plastic vegetables, "Songs About Me" by William Janiak, paper plates, glue,pre-cut pictures of veggies, Peabody pictures of vegetables to accompany song.

"The Picking Up Vegetable Song" (to the tune of Way Down Yonder in the Paw Paw Patch)

"Picking up _____ and putting it in the basket,
Picking-up _____ and putting it in the basket,
Picking up _____ and putting it in the basket,
Way down yonder in the vegetable patch."

STIMULATING OUR SENSES
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LESSON PLANS

THEME "Time to Put in the Garden"

OBJECTIVES TO BE STRESSED:

(Objectives stressed during this lesson are listed on the preceding page)

ACTIVITIES	MATERIALS
"An Orchard is a Lovely Place" -Make a tree out of cardboard and place various scratch and sniff "fruit" stickers on the tree for students to smell. (1,2,3) -Give students an outline of the tree and have them place stickers on it to take home. (3,4,5) -Pass around different fruits for the student to hold. (3,4,5,6) -Taste a fruit drink. (1,2)	cardboard tree with smell stickers, tree cutouts, smell stickers, assorted fruit, fruit .drink
"Flower Gardens" -Pass around real flowers for students to smell and feel. (1,2,3) -Have each student plant a marigold to care for. (3,4,5,6) -Pass around objects that use flowers such as perfume, flower headband, bouquet of flowers, etc. (1,3,4,5,6) -Have the group make a collage out of flower pictures. See if the students can pick out a flower picture given a selection of two. (3,4,5,6)	flowers, marigolds, small containers, dirt, perfume, flowers for hair, bouquet, paper, cut out pictures of flowers, paste

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(Project S.O.S.)

Lesson Plans

THEME "A Memorable Day...Memorial Day"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

These lessons will also include peer interaction activities.

ACTIVITIES	MATERIALS
"Three Cheers for the Red, White and Blue" -Encourage the students to grasp and hold the flag while listening to a patriotic song. Have them pass the flag to a peer. (1,3,4,5,6) -Use sponges on clothespins to paint a red,blue and white mural. (4,5,6) -Glue pieces of red, white and blue tissue paper on wax paper to make "Paper Fireworks". Hang in the classroom window when finished. (1,2,3,4,5)	flag, patriotic song (America) sponges, paper, red, blue, white paint, red, blue, white issue paper, wax paper, glue.
"I Love a Parade" -Have the students decorate teacher-made paper hats with Mr. Sketch Smell Markers. Place on the students head for the parade, Show the student his/her mirror image. (1,3,4,5) -Lace red, white and blue crepe paper through a paper plate to make a decoration to shake. (4,5,6) -Have students "march" during a parade. Play marching music and have the students march in a line with instruments or shakers. (You might want to have them hold onto a rope for a boundary).If students are in wheelchairs, tie balloons or streamers to the chairs as they parade. (3,6)	newspaper folded into hats, Mr. Sketch Smell Markers, mirror paper plates, crepe paper, marching music, musical instruments
"Games for a Holiday" -Use blue, red and white crepe paper and play a game of tug of war. Run the paper through wrist bells and have a student tug with another student to get the bells. (3,4,5) -Use a parachute or sheet and have the students grab on to the ends and "bounce" red, white and blue balloons in the middle. Play music while they do this. (3,4,5,6)	red, white blue crepe paper, wrist bells, balloons, music parachute or sheet,

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LESSON PLANS

THEME "A Memorable Day...Memorial Day", (con't)

OBJECTIVES TO BE STRESSED:

(Objectives stressed during this lesson are listed on the preceding page)

ACTIVITIES	MATERIALS
"Games for a Holiday" -Have students use a bat to hit a suspended whiffle ball. You might want to have one student hold the ball for another to hit. (3.4.5,6) If you can go outside, fly a kite and have the student hold the string or visually track the kite. (1,3,4,5)	bat, ball attached to string, kite, string
"Picnic Time" -Bring in a small grill or hibatchi and barbecue hotdogs. Place the hotdog on a stick and have the student hold it over the grill. The hot dogs can be eaten on buns or cut up and dipped in different sauces for a tasting experience. (1,2,3,4,5) -Cut jello into squares for students to finger feed to build pincer grip. (1,3,4,5) -Taste a variety of picnic foods: relishes and lemonade are good suggestions for those on blended diets.(1,2,3,4,5) -Have students sit on blankets and towels when they eat.	grill, coals, lighter fluid, hotdogs, ketchup, mustard, barbecue sauce, assorted relishes, jello squares.

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Lesson Plans

THEME "Super Fun in the Supercity: SUMMER events in Michigan"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"It's Detroit's First Grand Prix" -Pass around a flag for the students to wave up and down. (1,3,4,5,6) -Make a finish line by combining paper flags and a long piece of string. Have the students "fold" the paper in half and place in on the string. Staple the paper flag on the string. Write the student;s name on it. When the line is finished, suspend it wear students can visually fixate on it. Make a big banner to display over the line "Room___ Salutes the Grand Prix" (1,3,4,5,6) -Listen to the song "Goin for a Ride" and act out the motions in the song. (1,3,6) -Tape a large piece of paper on the table, easel or chalkboard. Make defined tracks. Have the student grasp a marker and make a vertical stroke in imitation, "racing" down the track. (3,4,5,6) -Try on a helmet, gloves and a scarf as racing gear. Have the student look at his mirror image. (1,2,3) -Tape colored tape or crepe paper along a table to make a race track. Have the student wear the "racing gear" and push a toy car down the table to another peer. (3,4,5,6)	flags, yarn, squares of colored paper, staples, markers, paper, helmet, gloves, scarf, toy car, tape, crepe paper, mirror Record: Sesame Street Original Cast recording
"The Gold Cup Races: Speedboats" -Fill a long water table or tub with water and have the students push plastic boats in the water. (1,2,3,4,5,6)	

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LESSON PLANS

THEME "Super Fun in the Supercity: Summer Events in Michigan"

OBJECTIVES TO BE STRESSED:

Objectives to be stressed in this lesson are listed on the preceding page.

ACTIVITIES	MATERIALS
"The Gold Cup Races: Speedboats" (con't) -Make boats to float. Have a precut piece of styrofoam in a triangle. Have the student stick a popsicle stick or pipecleaner in the styrofoam. Assist the student in attaching the sail. Float in the water tub. (3,4,5,6) -Listen to the song "Michael Row Your Boat to Shore and act out the motions. (1,2,6) -Pass around a trophy for students to reach for and grasp. Encourage them to pass it to a peer. (4,5,6)	water table, plastic boats, pipe cleaners, lightweight paper for sails, popsicle sticks, precut pieces of styrofoam, record "Simplified Folk Songs by Hap Palmer", trophy
"County Fairs and Festivals" -Celebrate the cherry festival by having the student reach for and grasp cherries attached to a branch. (3,4,5) -Drink cherry pop. (1,2,3) -Celebrate the ethnic festivals by having sample ethnic foods for the students to taste. Each staff member can make something. (1,2,3) -Let each student paint a flag of a different country. Hang in the classroom. (3,4,5,6)	cherries, branch, string, cherry pop, assorted ethnic foods, paints, paper.

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(Project S.O.S.)

Lesson Plans

THEME "Let's Go to the Beach"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"What is a Beach?" -Put sand in a tub and have students feel it by immersing fingers. Hide several shells in the sand for the students to find. (1,2,3,4,5) -Use a water tub and encourage the student to explore it through splashing and pouring activities. (1,2,3,4,5,6) -Use a fan to simulate wind and place it near the student's face or body. -(1,2,3) -Make a collage of pre-cut beach pictures. Paste the pictures on a large piece of paper. (1,2,3,4)	sand, water, plastic tubs, shells, pouring apparatus, fans, paste, paper, pre-cut beach pictures
"Things I Can Do at the Beach" -Suspend a beachball and have the students track it, kick it, bat it, throw it, etc. (1,3,4,5,6) -Fill balloons with water and throw them on the pavement outside. (1,2,3,4,5,6) -Wear a beach hat, sunglasses and put on suntan lotion while listening to the song "Here Comes the Sun". (1,2,3) -Play scoop ball with ping pong balls and scoopers in the water tub. (4,5,6) -Have the student lay down on a terry beach towel. Put another beach towel over him and rub the student down, naming body parts. (1,2,3) -Make lemonade and have the students sqeeze real lemons into the mixture. (1,2,3,4,5)	beachball, balloons, water, plastic tub, hat, glasses, suntan lotion, ping pong balls, scoopers, "Here Comes the Sun" by the Beatles, lemons, lemonade, terry beach towels

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Let's Go to the Beach" (con't)

OBJECTIVES TO BE STRESSED:

Objectives that are stressed during this lesson are listed on the preceding page.

ACTIVITIES	MATERIALS
"Memories of a Day at the Beach" -Have the students each make a feel board out of shells, grass, sand, suntan lotion and any other things associated with the beach. Glue and mount on heavy cardboard (1,2,3,4,5) -Paint a beach scene with sponge cut into beach shapes (such as a ball, shell, sun pail, shovel, boat, etc.) Use bright colors of paint such as yellow, orange, red. (1,3,4,5,6) -Sit on the floor in a circle, link arms and move while listening to Beach Boys music. (1,3,4,5,6)	cardboard, glue, shells, grass, sandpaper, cotton balls, terry cloth, sponges assorted paints, paper, Beach Boys music

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Country Livin'"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Wake Up on the Farm" -Perform stretching exercises of arms and legs as the students listen to the sound of a rooster crowing. Use a bar for the student to grasp and raise arms by pulling the bar over the student's head. (1,2,4,5,6) -Taste a bit of farm breakfast: a bit of a hard boiled egg, shredded wheat and milk and some homemade butter on a graham cracker. Make the butter by shaking cream in a glass jar. (1,2,3,4,5,6) -Slap hands on knees and clap while listening to John Denver's song "Thank God I'm a Country Boy. (1,3,6)	bar, record of rooster crowing, cream in glass jar, hard boiled egg, shredded wheat, graham cracker, record
"A Look At Country Life" -Hide plastic eggs in a basket filled with shredded newspaper (or straw) for students to reach in and grasp the egg. Have the student then put the egg in an egg carton. (1,3,4,5,6) -Use plastic fruits and vegetables for students to hold and release in a basket while the staff sings "Way Down Yonder in the Vegetable Ptach" (1,3,4,5)	laundry basket, shredded newspaper, plastic eggs, egg carton, plastic fruits and vegetables
"Farm Chores" -Use a pair of jeans and flannel shirt to make a scarecrow for students to stuff with newspaper. (3,4,5,6) -Suspend edible fruits (such as cherries or grapes) from a branch and have the students reach on the branch and pick them to eat. (1,2,3,4,5)	jeans, shirt, pillow case, newspaper, branch, string, cherries or grapes

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME "Country Livin'

OBJECTIVES TO BE STRESSED:

Objectives stressed during this lesson are found on the preceding page.

ACTIVITIES	MATERIALS
"Farm Chores" (con't) -Prepare an outline of a sheep, horse and rabbit. Have the student glue a fabric swatch that corresponds to the texture of the animal. (1,2,3)	outline of farm animals, matching textured materials
"Country Life is Picture Perfect" -Paste country pictures on a large piece of paper to make a collage. The pictures should be precut from a magazine. (1,3,4,5,6) -Hold a marker or crayon and scribble on a sheet with a design of a farm.(4,5,6) -Listen and move to the song, "Take Me Home Country Roads" (1,3,6)	paper, paste, precut pictures, design sheet of farm, crayons or markers, record.

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME "Let's Get Physical!"

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES	MATERIALS
"Getting Ready for the Big Events" -Gather the group together and play the name song by Hap Palmer. (1,3) -Work at tables and make ribbons to be used as awards for the events. (3,4,5,6)	"What is Your Name?" (record) tagboard cut into circles, precut ribbons, yarn, stapler or glue
"Warm-Ups" -Pass around different articles of clothing associated with sporting events for the students to try on. Look in a full length mirror to see the effect. (1,2,3,4,5,6) -Do a series of warm-ups from the first lesson in the booklet "Creative Movement for the Severely Handicapped". (3,6)	headbands, warm-up jacket, mirror, creative movement books
"Dancing in the Streets" -Do an individual routine focusing on the imitation of gross motor movements with upper extremeties (shake, twist, bend)(6) -Do a group dance involving movements of the lower extremeties. (walking) (6) -Do a partner activity involving all body parts. (1,3,6) -Do a freestyle, individual dance to music. (3,6)	Records: "Shake a Tailfeather" "Locomotion","Friend on the Floor", "The Freeze"
"More Relaxing Times" -Have the students engage in a variety of relaxation activities (breathing, cool-downs). (6) -Make a collage of different sporting activities to take home.	Relaxation techniques from creative movement, glue, paper, precut pictures of sporting events.

Addendum A: Materials Needed for SOS

table mirror
assorted plastic fruit and vegetables
washclothes
sponges
paint (all 8 colors tempern)
laundry basket
crepe paper (brown, orange, red, yellow, white, blue, green)
Push-n-Go Car
old trophy
umbrella
silk flowers
triangle
hoop
Halloween mask
firecrackers
blow dryer
sand
nerf ball
golf ball
smell stickers
grooming articles (brush, lotion, comb, curlers, perfume, etc)
grass seed
lightweight sheer scarf (1 white, 1 red)
nerf football
plastic bowl (red)
bells
paper plates
vegetable chopper
feather duster
tambourine
American Flag
tissue paper (blue, red)
horn
spray air freshner
squirt gun
balloons
metal bar
cookie cutters
Chinese fan
kites
baseball mit
textured ball
foam bat
plastic eggs
hats (baseball, decoys, sunhats)
grill
brown paper bags
pompoms (2)
spray bottle
spoon
rattles
plastic laundry tub
assorted spices
Elmer's glue
large branch
pull car
Mr. Sketch Smell markers
cotton balls
wisk broom
pinwheel
make-up
flashlight
hand lotion
assorted material swatches
plastic hats
whiffle ball attached to string
punch ball
dowels
gloves
sunglasses
parachute or sheet

Addendum B: Music Selections Suggested

LP's

Lou Stallman	"Learning Basic Awareness Through Music"
Hap Palmer	"Learning Basic Skills Through Music, Vol. I" "Ideas, Thoughts & Feelings" "Getting to Know Myself" "Easy Does It"
The Muppet Movie Album	
Christmas Carols	
Original Sesame Street Album	

45's

Beach Boys	"Be True to Your School"
Sister Sledge	"We Are Family"
Andrews Sisters	"Don't Sit Under the Apple Tree"
"Turkey in the Straw"	
"Happy Days Are Here Again"	
Stevie Wonder	"Superstition"
"Winter Wonderland"	
"Let Me Call You Sweetheart"	
Neil Sedaka	"Happy Birthday Sweet Sixteen"
Andrews Sisters	"Take Me Out to the Ballgame"
Beatles	"Fool on the Hill" "Here Comes the Sun"
Ray Anthony	"Bunny Hop"
Bing Crosby	"Easter Parade" "When Irish Eyes Are Smiling"
Roy Orbenson	"Pretty Woman"
John Denver	"Thank God I'm A Country Boy"

ASSESSMENT

Prior to the intitiation of any of the lesson plans, it is necessary to assess the student's adaptive behavioral responses to stimuli and overall level of functioning. The assessment process basically involves the following steps:

I.) Developmental assessment:

This primarily means determining the developmental functioning level of your student. This can be accomplished by reviewing the cumulative file and looking for recent evaluations. Often, psychological test results will indicate an approximate developmental level of functioning. You also want to become aware of any information that indicates the level of skill development in the cognitive or language areas of functioning.

If this information is not readily available, you can use a quick inventory to determine an approximate developmental level. The DASI (Developmental Activities Screening Inventory) by Teaching Resources is the inventory used by the SOS project staff. Items test skills from birth through sixty months. It is important to note here that if your student is functioning at a developmental level of eighteen months or higher, this particular program will most likely NOT meet his/her educational needs as it is based on enhancing the sensorimotor period of development.

II.) Behavior Observation Guide (BOG):

This assessment procedure is designed to give you an idea of the type of response behaviors the student already possesses. The process of testing is outlined on the observation guide sheet. As a result of this procedure you will be able to determine the likes and dislikes of the student along with the preferred modalities for exploration.

III.) AAMP INDEX (Ruth Webb):

The work and research by Ruth Webb is briefly described in the introduction of this curriculum. One result of her work in sensory stimulation with the severely and profoundly handicapped was the development of as assessment called the AAMP Index. This rating scale examines student responses in four areas: awareness, manipulating the environment, movement and posture and locomoti-on. Each item should be presented five times during the course of the test situation. The areas of posture and locomotion and movement can be assessed in conjunction with the physical therapist's evaluation. One of the positive aspects of this cumbersome assessment is that it does yield a numerical score that can be used as a pre and post test measure.

IV.) Review of current IEPC objectives:

It is helpful to review the selected goals and objectives for the student that were determined at the IEPC so activities and supplement and enhance life long goals.

STIMULATING OUR SENSES

(PROJECT SOS)

* Behavior Observation Guide: Pre Post Assessment

MATERIALS SUGGESTED: (with stimulus characteristic description) Tactile; textured ball, playdough or clay; Auditory: bells, rattle, Fisher-Price radio; Visual: Baby's First Blocks by Fisher-Price, mobile of various objects, preferably textured; Taste: cinnamon stick, lemon or lollipop; Smell: perfume sprayed on textured ball, any strong smell in jar or on cotton ball; other suggested items are jello squares (taste and tactile), puppet and pull toy.

PROCEDURE: You will be trying to focus in on one sensory stimulus at a time with the objects presented to the student. For example, when the student is exploring the textured ball sprayed with perfume, you will want to observe his reaction/response to the smell (described as fruity) and then make a seperate observation regarding his responses to the textures. The sensory stimulus characteristics should be noted next to the object on the recording sheet.

Place two to three objects on a tray next to or in front of the student. Record any selection the student initiates. Observe the student with the object and record responses to the sensory characteristics of the object, the length of time the object is explored, and how many times the student might choose a particular object. If the student you are observing does not initiate choices, present the objects to him one at a time.

The following key words can help you describe the sensory characteristics of the objects used in the observation.

TASTE: salty, sour, sweet, bitter
SMELL: fruity, flowery, foul and spicy
TACTILE: temperature (hot, cold), texture (rough, smooth) and pressure (light, heavy, moderate)
AUDITORY: Location in relation to child's position (up, side, front, back) intensity (loud, soft), type (instrumental, animal, human, environmental)
VISUAL: Distance from child (record distance), direction (left, right, midline, above/below child's eyes), properties (color, shape, familiar, novel, complex, simple)

RESPONSE CATEGORIES AND BEHAVIORS TO OBSERVE: (These categories are from MARP: Perceptual Motor Play Program)

FACIAL EXPRESSIONS(FE): 1. happiness, laugh 2. sadness, frown 3. fear 4. surprise, startle 5. anger, scream/cry 6. neutral, no change

TASTE AND SMELL (TS): 1. sniffs 2. chews 3. swallows 4. spits 5. sucks 6. mouths 7. bites

COMMUNICATION/VOCAL (CV) 1. cries 2. utterances 3. sounds 4. words

VISUAL (VI): 1. looks towards 2. looks away 3. looks toward and away 4. fixates 5. pursues: vertically, horizontally, circular (please indicate)

GROSS MOTOR MOVEMENTS IN RELATION TO STIMULUS (GM) 1. crawls: away/toward 2. walks: away/toward 3. runs away/toward 4. stands; away/nearby

Based on MARP developed by Alter and Goldstein, New York University. 1980
Helton Press

GROSS MOTOR MOVEMENTS IN RELATION TO STIMULUS: 5. sits: nearby/ away 6. turns arms: toward/away 7. turns head: toward/ away 8. turns legs: away/ toward 9. turns trunk: away/toward 10. reaches: away/toward

FINE MOTOR MOVEMENTS IN RELATION TO STIMULUS: 1. touches 2. points 3. grasps 4. pincer girp 5. holds 6 drops 7. shakes 8, manipulates 9. moves fingers 10, moves toes

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NAME_____ DATE_____

PRE POST ASSESSMENT

OBJECTS/SENSORY CHARACTERISTIC	TIME	RESPONSES AND BEHAVIORS OBSERVED

TABLE III

AMMP INDEX #1 (3RD REVISION)

Name _____ Dates Rated _____ _____ _____

Rated By _____ Total AMMP Index _____ _____ _____

Awareness _____ _____ _____ _____ _____ _____

Movement _____ _____ _____ _____ _____ _____

Manipulating Environment _____ _____ _____ _____ _____ _____

Posture & Locomotion _____ _____ _____ _____ _____ _____

Directions:
Please rate the frequency of the action response (underlined) on the scale following each item. If the item contains two or more stimulus words (in parentheses) underline the appropriate stimulus words. Items should only be rated for responses during one testing period. The descriptive terms at the top of the rating columns have the following numerical values: Always=1, Often=2, Sometimes=3, Seldom=4, Never=5. A numerical score for each index may be found by summing the ratings in each section and by locating that sum on the scale which follows each section. A total index may be found by summing the ratings of the four areas in the space provided and locating that sum on the scale which is on the last page.

Note: Items in AWARENESS are categorized under "Approach-Avoidance," "Avoidance-Approach" and "Discriminatory" reactions. Sensory systems are designated by the abbreviations following each item. T-Tactility, K-Kinesthesia, V-Vision, A-Audition, G-Gustatory, O-Olfactory, Temp-Temperature

	Always	Often	Some-times	Seldom	Never	Total
Awareness						
I. Approach-Avoidance Reactions						
1. *Smiles* or *turns* toward bell (A)						
2. *Smiles* or *turns* toward music (A)						
3. Turns toward hanging ball (V)						
4. *Responds* to flashlight beam (Follows or Avoids) (V)						
5. *Turns* toward mirror (V)						
6. *Maintains contact* with pliable materials (sand, wet clay, *or* water (T)						
7. *Draws* closer to cuddler or *smiles* (T)						
II. Avoidance-Approach Reactions						
8. *Avoids* tapping from rubber hammer (T)						
9. *Avoids* friction on skin (rubbing or toweling) (T)						
10. *Resists* restraints (weights on limbs, splint jacket *or* tight hug) (K)						
11. *Avoids* hot or cold water (TEMP)						
III. Discriminatory Reactions						
12. *Responds* to name (turns head or smiles) (A)						
13. *Obeys* verbal command ("Give me your hand") (A)						

TABLE III (continued)

	Always	Often	Sometimes	Seldom	Never	Total
14. *Obeys* gesture command (raising arms in response to outstretched arms (V).....						
15. *Discriminates* differences in surfaces (smooth, rough, soft, hard; test all 4) (T).....						
16. *Discriminates* extreme odors (lemon extract, coffee, vinegar, cinnamon; test all 4) (O).....						
17. *Discriminates* extreme tastes (Lemon, salt, alum, sugar; test all 4) (G).....						
18. *Turns* towards objects as they are named (ball, spoon, *or* doll) (AV).....						

Sum of Ratings=

Scale of Index	1	2	3	4	5
	18	19–36	37–54	55–72	73–90

(The scale number above the range interval into which the sum of the ratings fall is the *Awareness Index*). Please place this index in the space provided on the first page, as well as in the appropriate spaces on the last page.

Manipulation of Environment						
19. *Reaches* for objects.....						
20. *Grasps* with (palm *or* fingers and thumb).....						
21. *Throws* (ball spoon *or* toy dogs)						
22. *Holds* (ball, spoon *or* cookie with right, left or both hands)						
23. *Manipulates* ball (rubbing, squeezing *or* hand transfer)...						
24. *Combines* objects (drops blocks in can *or* pounds table with block)						
25. *Removes* towel from head.....						
26. *Pats* mirror image.....						
27. *Communicates* needs by (sounds, gestures *or* words).....						
28. *Relates* to (one *or* more) persons						

Sum of Ratings=

Scale of Index	1	2	3	4	5
	10	11–20	21–30	31–40	41–50

(The scale number above the range interval into which the sum of the ratings falls is the *Manipulating Environment Index*). Please place this index in the space provided on the first page, as well as in the appropriate spaces on the last page.

TABLE III (continued)

	Always	Often	Sometimes	Seldom	Never	Total
Movement						
29. *Rolls* to side						
30. *Rolls* from stomach to back						
31. *Rolls* completely over						
32. *Rolls* in barrel						
33. *Rolls* over obstacles (sandbags *or* uneven mattress)						
34. *Rocks* (balance board *or* beach ball)						
35. *Rocks* (chair *or* rocking horse)						
36. *Bounces* (on bed, jump-up seat *or* trampoline)						
37. *Swings* (hammock *or* suspended seat)						
38. *Gives* active assistance when limbs are moved in rhythm						

Sum of Ratings=

Scale of Index	1	2	3	4	5
	10	11–20	21–30	31–40	41–50

The scale number above the range interval into which the sum of the ratings falls is the *Movements Index*). Please place this index in the space provided on the first page, as well as in the appropriate spaces on the last page.

Posture and Locomotion (If child can walk rate items 43 and 44 "always").						
39. *Holds* up head						
40. *Sits* (in chair *or* on floor)						
41. *Moves* on back by pushing with legs						
42. *Moves* on seat						
43. *Creeps* on stomach by pushing with (arms *or* legs *or* both)						
44. *Crawls* (in crawler *or* without aid)						
45. *Stands* supported (in standing table, holding chair *or* hand)						
46. *Stands* alone						
47. *Walks* with assistance (human help *or* push cart)						
48. *Walks* alone						
49. *Rides* tricycle (with *or* without) assistance						
50. *Climbs* stairs (with *or* without) assistance						

Sum of Ratings=

Scale of Index	1	2	3	4	5
	12	13–24	25–36	37–48	49–60

(The scale number above the range interval into which the sum of the ratings falls is the *Posture and Locomotion Index*). Please place this index in the space provided on the first page, as well as in the appropriate spaces on the last page.

Having followed this assessment procedure, you now have a variety of information that will be helpful in selecting objectives. This information will include:

-an approximate developmental level of functioning ability
-an idea of the student's likes and dislikes, as well as the preferred modality for exploring new objects and relating to stimuli
-a numerical score that can be used as a pre/post test measure
-an overall idea of the IEPC

The next step is to take this information and establish the SOS program objectives.

SELECTING OBJECTIVES

It is important at this point to review the heirarchy of objectives established for the sensory stimulation project that were explained in the introduction. Following the objective is a developmental level which indicates when this behavior usually is emergeing during "normal" infant development.

1.) The student will respond by a change in facial expression and.or body position when presented with a sensory stimulus. (birth- 2 months)

2.) The student will indicate preferences for sensory stimulus through an approach or an avoidance response. (2-4 months)

3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement. (3-9 months)

4.) The student will reach for the object presented. (3-9 months)

5.) The student will grasp the object presented. (5-12 months)

6.) The student will respond to a music stimulus or object presented with a motor scheme. (7-14 months)

Using an example of a case history, objectives will be selected for a hypothetical student.

Lisa's assessment results:

A review through Lisa's file showed that her past psychological (testing completed one year ago) evaluation estimated that her overall abilities were within the range of a 4 to 6 month developmental level. Lisa did not initiate interaction with objects during the BOG, but showed an awareness to all stimuli when placed within close proximity of her. She had definate responses to any stimuli involving smell and taste. This was evidenced by turning her head toward the source of smell, spitting things out she did not like, opening her mouth to indicate repetion. She visually attended to the stimulus presented to her by fixating on the object. On a few occasions she would make a swiping motion toward the object. Her scores on the AAMP indicated that she seldom

showed an active awareness of her surroundings and she never manipulated her environment, initiated movement, posture and locomotion. Her IEPC goals were to improve fine motor skills and receptive language and to increase any ambulatory ability.

This information from the assessment would be summarized on the Project SOS Individual Student Progress Report under the section titled Pre-Assessment. The next step would be to review the project objectives and see which objectives are appropriate for Lisa's level of functioning. A quick look shows that the objectives from number 2 through number 5 may be included in Lisa's sensory stimulation program.

The instructor now looks at the additional information from the assessment to assist in individualizing Lisa's objectives. With number 2, we know that Lisa is responding to approach and avoidance responses with taste and smell. Her objective would be to increase this response to include visual, auditory and tactile stimuli. Objective #2 for Lisa would read:

> Lisa will indicate preferences for specific visual, auditory and/or tactile stimuli through an approach or avoidance response. (criterion for success: 50% of the time the stimuli is presented)

The criterion for success was established at 50% because Lisa was not currently exhibiting this behavior for the mentioned sensory stimuli.

Because Lisa was observed beginning to swipe at objects, objective number three would also be selected for her. She would be encouraged to reach for the object she was visually fixating on and also reinforced for turning her head toward a desired stimulus. This would be her objective for that particular item:

> Lisa will indicate she is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement. (swiping at object presented, turning head toward the source of a stimuli; criteria for success: 80%)

In conjunction with the preceding objective, another program goal for Lisa would be to build reaching responses. Objective #4 would be :

> Lisa will reach for an object presented within her line of vision. (criterion for success: 50%)

These objectives would all be listed on the Project SOS Individual Student Progress Report and recorded on the master data sheets used throughout the project sessions. (see DATA RECORDING)

DATA RECORDING:

Each general objective for the SOS project has a master date form to be used during the project sessions. You will find that on each lesson plan, the activities list the numbers of objectives that can be taught through that particular activity. For example, in the lesson "Back at School Learning", the activity of "peek-a-boo" with the scarf can be used for objectives 1 through 5.

If you refer to the lesson plan "Back at School Learning" while looking at the following data sheets, you will get an idea of how to set up the sheets for recording responses during the sensory stimulation sessions.

On objective sheet number 1, you see that four students have this first awareness objective. The instructor then looks through the lesson to see how many activities will teach this instructional objective. The instructor then makes a notation on the data sheet of the activities and the sensory stimulus that will be stressed. For example, the first activity involves the instructor calling out the student's name at the appropriate time in a song. The response will be to an auditory stimuli and an "A" is indicated on the data sheet. This is repeated for all the activities.

Objectives 1 through 3 will have a notation indicating the type of sensory stimuli that was used in the activity. You should also note on the recording sheet that there is a / (did not participate) in the data key. Many of your multihandicapped students will have major sensory deficits such as deafness or blindness. It would be inappropriate to expect a blind child to respond to a mirror image, so a "/" mark would be placed in that particular activity data box.

Objectives 4 and 5 merely notate how many times an activity will occur throughout the lesson that will teach that particular skill. You will probably have students who will be responding at different skill levels on both of these objectives. For example with the reaching objective, Lisa may be expected to reach for an object placed directly in her line of vision, while Jeff must reach to obtain an object placed on a table or lap tray. It is helpful to jot the individual responses required on the back on the data sheet for a quick reference. These are found on the Individual Student Progress Report .

Objective 6 has the notation "O" for object and "M" for music as the only differences in activities. In the data key, a student would score a "PV" if he did not interact with the object or music unless told to "shake" or "clap". The "PP" means he did not make any attempt to participate and was manipulated through a correct motor scheme.

The first few attempts at data keeping will appear to be very cumbersome and you probably will not be able to take data for every activity during the lesson. It is helpful to have another instructor around so the two of you can take turns doing the activity while one person takes the data. The data sheets are usually placed on a clipboard and left in an area that is easily accessible.

There is always a question relative to how often one should take data. The purpose of data taking is to provide you with feedback as to how your students are progressing on their objectives. Therefore, you should take enough data to allow you to measure this progress. This often varies between instructors.

Remember, the purpose of the sensory stimulation curriculum is to have fun while teaching some fundamental learning skills to your severely and profoundly handicapped students. Anything contributing to making the sessions drudgery should be eliminated!

OBJECTIVE 1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.

DATA KEY: + (positive reaction) appeared to like it - (negative reaction) didn't like it, but responded / (did not participate in the activity) NR (no response)

	Date	9/22											
Colleen													
Jeff													
Chris													
Brian		A	V	NT	T	O	V	T	T	A	V	T	T/A

[redacted] IMU[redacted]NG [redacted] SE[redacted] (R[redacted]ECT[redacted].S.[redacted]

OBJECTIVE 2.) The student will indicate preferences for sensory stimulus through an approach or an avoidance response.

DATA KEY: + (approach response) - (avoidance response / (did not participate in the activity) NR (no response)

| | Date | 9/12 | | |

[redacted] STIMULATING OU[redacted]SENS[redacted] (PROJECT S[redacted].)

OBJECTIVE 3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.

DATA KEY: + (facial expression and motor movement) P (no motor movement, prompted) NR (no response) / (didn't participate)

Carol
Cathy
Lisa

Date	9/82											
	A	V	V/T	T	O	V	T	A	V	T	T/A	

[redacted] STIMULATING [redacted] SE[redacted]S ([redacted]ECT [redacted]0.S[redacted]

OBJECTIVE 4.) The student will reach for the object presented.

DATA KEY: + (positive reaction) performed indepen-dently - (negative reaction) refused to cooperate Pv(prompted to respond) verbal cue PP (Physical prompt)

	Date	%
Colleen		
Jeff		
Chris		
Brian		
	R R R R R R R R	

[redacted] TIN[redacted]TING [redacted] S[redacted]S ([redacted]JEC[redacted]O.S[redacted]

OBJECTIVE 5.) The student will grasp the object presented.

DATA KEY: + (positive reaction) performed independently - (negative reaction) refused to cooperate Pv (prompted to respond) verbal PP (Physical prompt)

| | Date | 9/82 | | |

OBJECTIVE 6.) The student will respond to a music stimulus or object presented with a simple motor scheme.

DATA KEY: + (voluntary motor scheme) PV (verbal prompt directing a type of movement) PP (Physically prompted through movment)

| | Date | 9/12 | | |

PROJECT S.O.S. INDIVIDUAL STUDENT PROGRESS REPORT

Name:_____Center_____

Days Present During the Project_____

Pre-Assessment:

Specific Objectives Stressed:

Results and Recommendations:

STIMULATING OUR SENSES
(Project S.O.S.)

Lesson Plans

THEME_____

OBJECTIVES TO BE STRESSED:

1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.
2.) The student will indicate preferences for sensory stimulus through an approach or avoidance behavior.
3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.
4.) The student will reach for the object presented.
5.) The student will grasp the object presented.
6.) The student will respond to music stimulus or object presented with a simple motor scheme.

The numbers following the activities listed below indicate which objectives can be taught with that specific activitiy.

ACTIVITIES MATERIALS

STIMULATING OUR SENSES
(Project S.O.S.)

LESSON PLANS

THEME_____

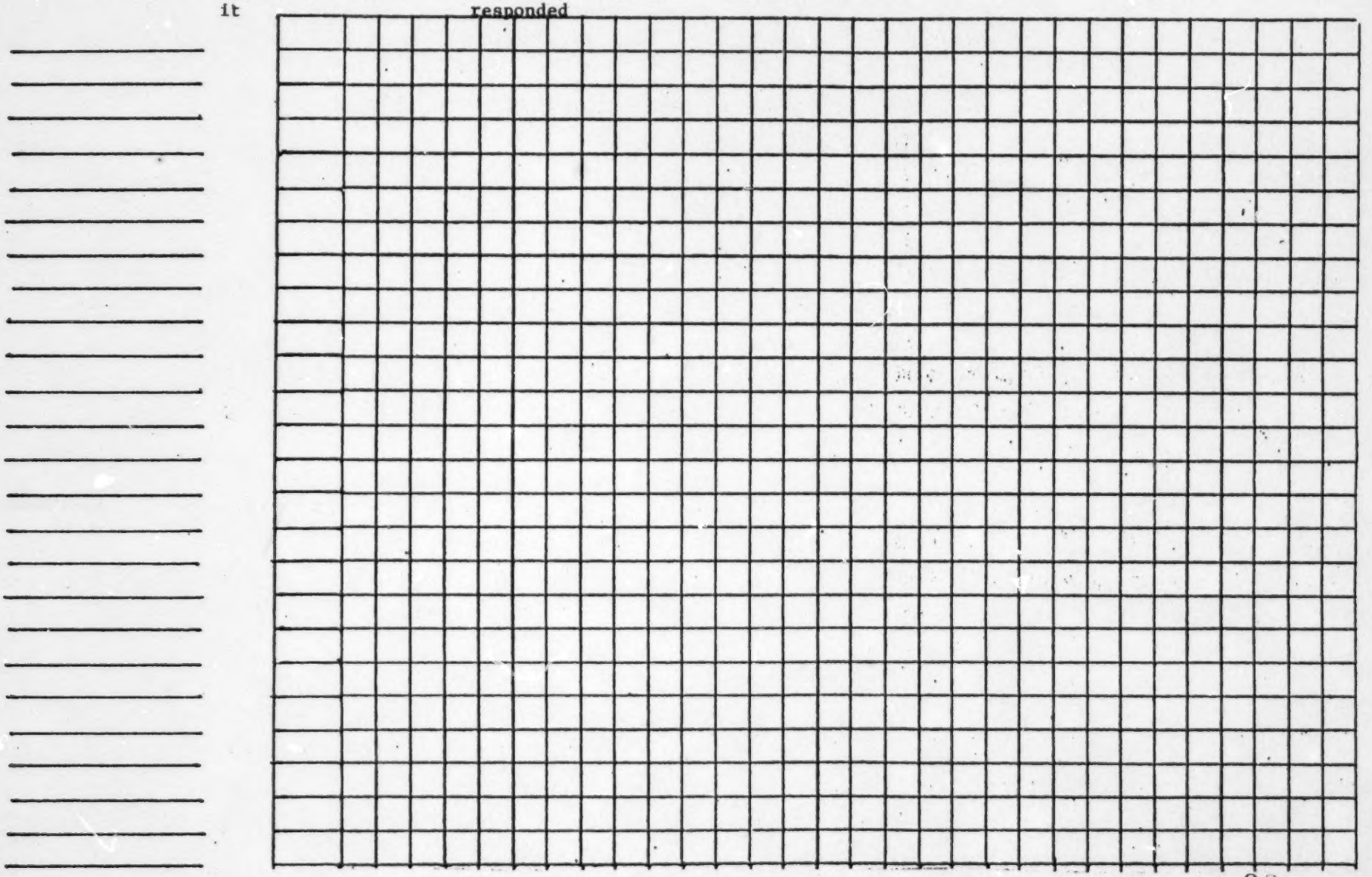
OBJECTIVES TO BE STRESSED:

ACTIVITIES

MATERIALS

OBJECTIVE 1.) The student will respond by a change in facial expression and/or body position when presented with a sensory stimulus.

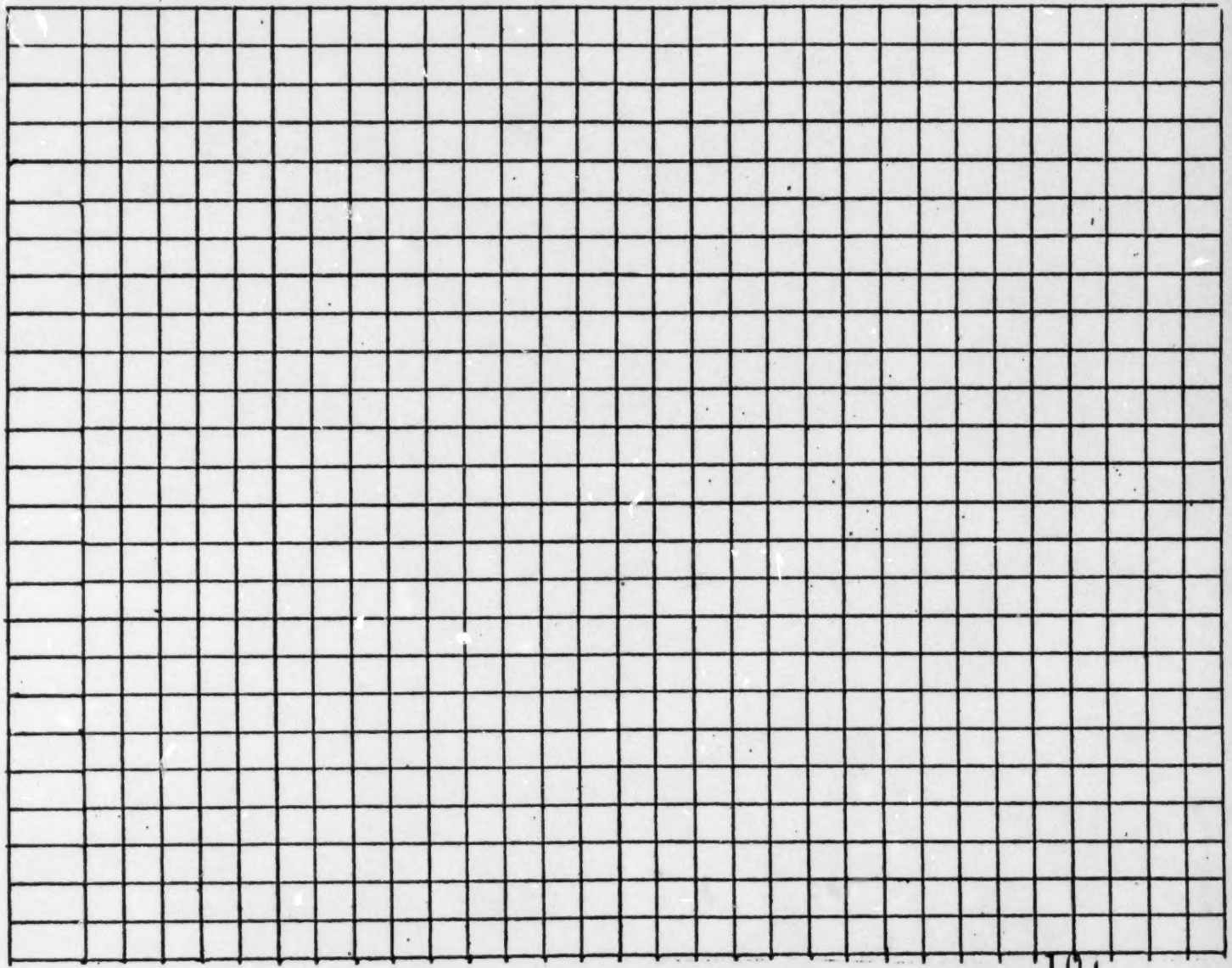
DATA KEY: + (positive reaction) appeared to like it - (negative reaction) didn't like it, but responded / (did not participate in the activity) NR (no response)



[redacted]ULA[redacted]G O[redacted]ENS[redacted](PR[redacted]T S[redacted].)[redacted]

OBJECTIVE 2.) The student will indicate preferences for sensory stimulus through an approach or an avoidance response.

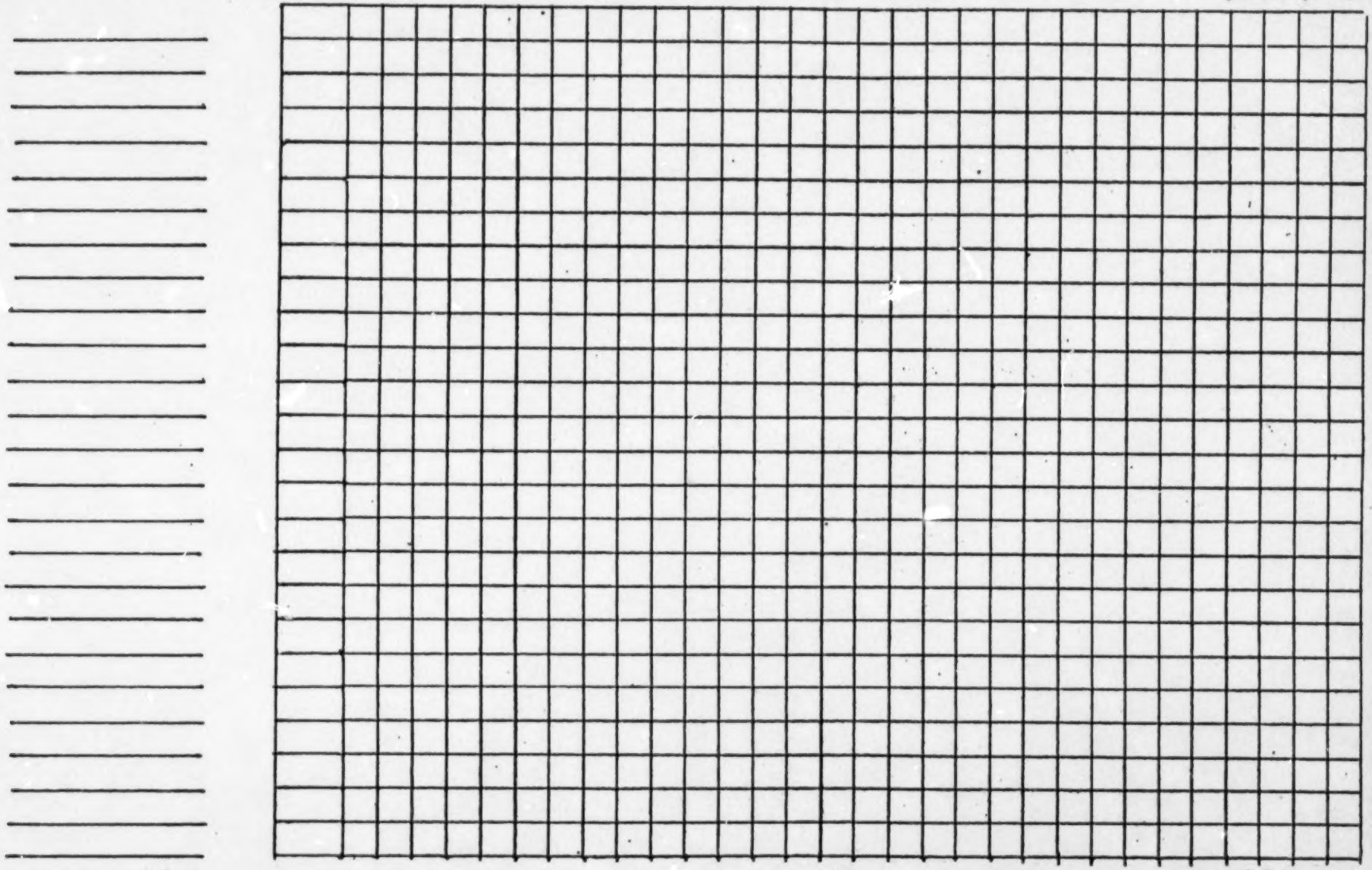
DATA KEY: + (approach response) - (avoidance response) / (did not participate in the activity) NR (no response)



[redacted]

OBJECTIVE 3.) The student will indicate (s)he is using two sensory modalities by responding to a sensory stimulus with a change in facial expression accompanied by a motor movement.

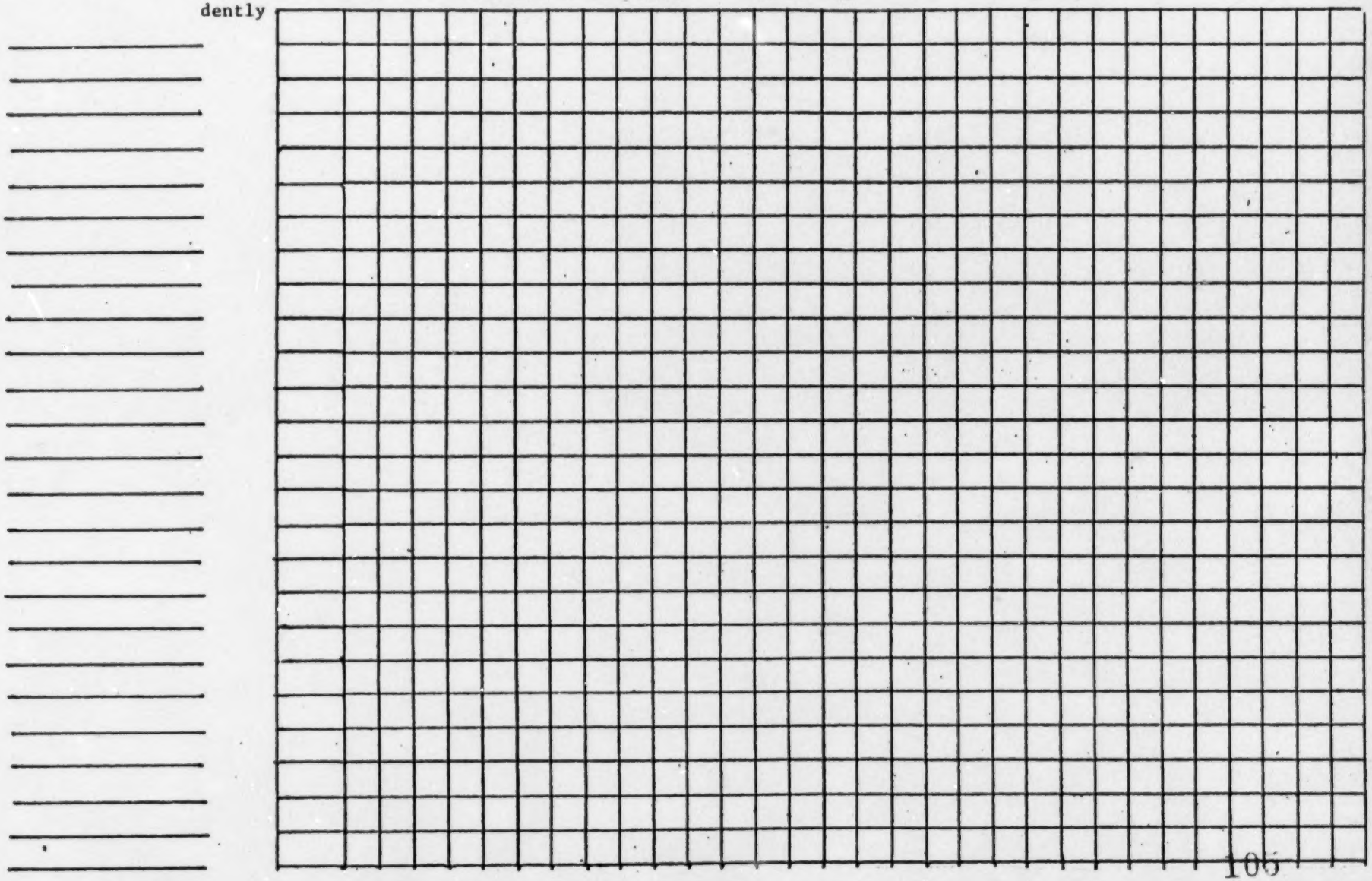
DATA KEY: + (facial expression and motor movement) P (no motor movement, prompted) NR (no response) / (didn't participate)



[redacted] (PR[redacted]T S[redacted].) [redacted]

OBJECTIVE 4.) The student will reach for the object presented.

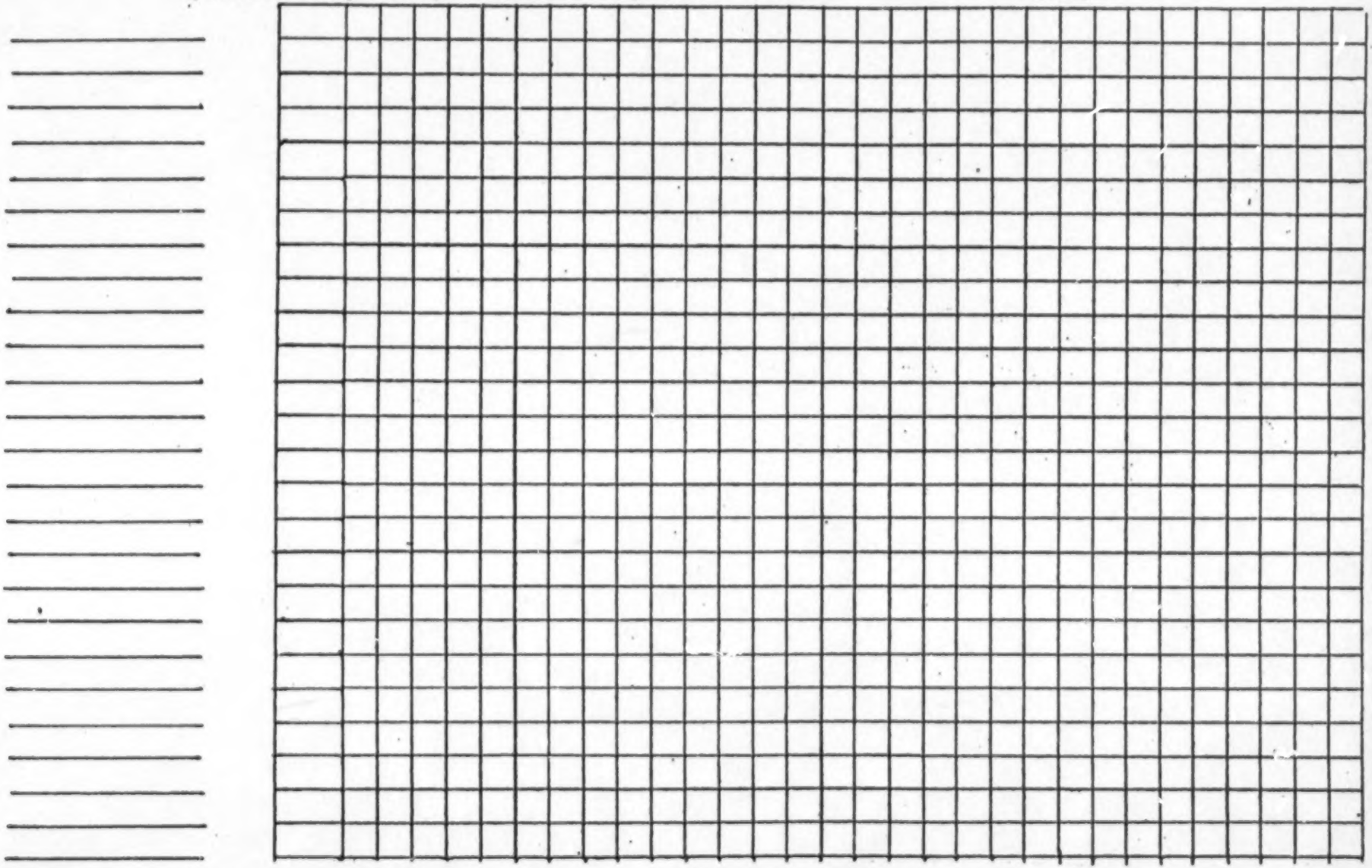
DATA KEY: + (positive reaction) performed independently - (negative reaction) refused to cooperate Pv(prompted to respond) verbal cue PP (Physical prompt)



[redacted] (PR[redacted]T S[redacted].)

OBJECTIVE 5.) The student will grasp the object presented.

DATA KEY: + (positive reaction) performed independently - (negative reaction) refused to cooperate Pv (prompted to respond) verbal PP (Physical prompt)



[redacted] (PROJECT STATS.)

OBJECTIVE 6.) The student will respond to a music stimulus or object presented with a simple motor scheme.

DATA KEY: + (voluntary motor scheme) PV (verbal prompt directing a type of movement) PP (Physically prompted through movment)